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ABSTRACT

This program was designed to develop skills of movement which not only contribute to successful participation in games and sports but which are necessary in everyday life as well. The sequence of activities was planned: (1) to involve the child in a particular segment of movement; (2) to identify types of movement; and (3) to solve problems by using movement. Phrasing of these problems was done through verbal cues designed to motivate the child to find out more about himself. The guide contains 58 lessons each of which teaches a specific fundamental movement but which may also contribute to others. Reviews are not included, but are encouraged by the authors to follow completion of a skill series. Appendices discuss equipment, exploration materials, running activities, and suggested accompaniment music. (Author/CJ)

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PRIMARY SCHOOL PHYSICAL EDUCATION THROUGH MOVEMENT EXPLORATION

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Bernadine Brady

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Research and Development Center in Educational Stimulation

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R & D Center in Educational Stimulation

Prepared for the Physical Education Program of the
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September, 1969

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PREFACE

The curriculum development phase of the Physical Education Program in the Research and Development Center in Educational Stimulation is beginning its second year of field testing. The initial program presented in the R & D publication entitled Movement Exploration was subjected to widespread and comprehensive field testing. Teachers of children, ages 3 to 12, used the original material with their classes and graciously responded to inquiries about its effectiveness. A debt of gratitude is acknowledged to these teachers who were so helpful in providing the authors with information concerning classroom use.

A special debt of gratitude is expressed to the following movement education authorities for their evaluative comments: Dr. Bette Logsdon, Professor, Ohio State University; Dr. Joan Tillotson, Director, Movement Education Project, Plattsburgh, New York; and Hayes Kruger, Teacher, Louise Duffy School, West Hartford, Connecticut.

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INTRODUCTION

Movement exploration is a technique for teaching physical education to preschool and primary-grade children. The objectives of this program are to develop skills of movement which will not only contribute to successful participation in games and sports but which are necessary in everyday life as well. A program which develops an understanding of movement with an emphasis on the cognitive, fits the pattern of the curriculum development endeavors of the R & D Center. Furthermore, a physical education program which seeks to involve the child intellectually should make greater contributions to the total scope of learning than a program that deals only with the physical.

The involvement of every child in an individual experience in movement is another objective of this program. Many traditional activities have been adapted for use in this program in order to avoid games of exclusion or excessive use of lines where children wait for "their turn." The skill of dodging, for example, will not be developed in the child who has been eliminated from the traditional dodgeball game because he could not move well enough to avoid the ball.

The complexity of our society is such that programs of education must provide vigorous activity for todays children. No longer is the freedom of movement available in our urban societies. The fencing in of yards has restricted the natural environment of those children dwelling in them. The senses and skills of perception that are developed through natural activities like running, jumping, and climbing are as important as ever before in today's technological society.

One task of today's teachers is to foster the urge to move and to encourage learning as a result. The development of the child's vocabulary of movement and the ability to express himself through movement are the goals toward which she should work. How can movement exploration aid in the attainment of these goals? The fact that children have an innate urge to move makes the initiation of such a program something that might almost be taken for granted. Skill development, however, occurs best when presented in an orderly sequence with activities in which the children can explore freely and experience success.

The sequence of activities has been planned primarily (1) to involve the child in a particular segment of movement, (2) to identify particular types of movement, and (3) to solve problems by using movement. The phrasing of these problems is accomplished essentially through a system of verbal cues. The cues are designed to motivate the child to find out more about himself and his limitations as well as his capabilities.

The success of such a program depends upon features similar to those required for any successful teaching. The teacher who earnestly desires that her children probe the limits of movement must refrain from serving as a model herself and resist demonstrating. This attitude will prevent her class from being teacher-oriented and eliminate the children's dependence upon her to lead play activities.

The lessons are designed for a twenty minute period of instruction and are suitable for a class of thirty students or less depending upon the space available for activity. Each lesson teaches a specific fundamental movement but may also contribute to others.

This program attempts to span the primary grades using essentially a first grade program and including supplementary activities for the second and third grades. The exploratory technique lends itself quite easily to this approach because the quality and quantity of movement elicited by a verbal cue will be proportionate to the age capabilities of the children.

Review is not included in the sequence of lessons, but is encouraged periodically and at the teacher's discretion. The authors would like to suggest a review lesson following the completion of each of the skill series. If four lessons are provided on balancing, for example, a fifth lesson could be provided as review and based on the content of the four original lessons.

The teacher feedback, so necessary for the revision of any experimental material, is indeed desired in order to make future publications more effective and appropriate for use. The teachers using these lessons are encouraged to evaluate each lesson.

Billy E. Gober
Project Coordinator

PHYSICAL EDUCATION
EQUIPMENT AND MATERIALS NECESSARY FOR IMPLEMENTING UNIT

1. Rubber playground balls - one per child (assorted sizes of rubber playground balls)
   6" @ $1.60, 8" @ $1.90, 10" @ $2.60

   Source - Any sporting equipment supplier
   or
   ABC School Supply, Inc.
   34 East Andrews Drive, N.W.
   Atlanta, Georgia 30305

2. Yarn balls - one per child

   Source - See instruction for making
   or
   Purchase at $2.50 each plus postage from:
   M. Lee and H. Severin
   31 Winona Avenue
   Lincoln Park, New Jersey 07035

3. Balance beams - one or more per class

   Source - See instructions for making
   or
   Purchase at $8.75 each from:
   ABC School Supply, Inc.

4. Jump ropes - one 16" long rope for each class and one skiprope for each child

   Source - Purchase commercially at $.75 to $1.50 each
   or
   Cut from 1/4" diameter window sash cord available at all hardware stores

5. Hula hoops - one per child

   Source - See instructions for making
   or
   Purchase at dime store for $.79 to $1.98 each
   or
   Purchase in lots of 72 for $1.50 each from:
   Wham-O Manufacturing Company
   835 East El Monte Street
   San Gabriel, California

6. Tumbling mats

Source - Foam pads, similar to cot or chaise lounge pads for approximately $5.00 each
or
"Zark Skin" foam pads from:
Scott Paper Company
Eddystone, Pennsylvania
Colors: Charcoal, Green, Beige, Brown, Blue
1" x 48" x 96" @ $2.50 each
1" x 54" x 96" @ $3.00 each
1" x 60" x 96" @ $3.50 each
These can be cut into two or more individual mats

7. Balance board - one or more per class

Source - See instructions for making
or
Purchase from local sporting goods store
or
ABC School Supply, Inc. @ $7.75 each

8. Bouncing board - one or more per class

Source - See instructions for making

9. Targets - one or more per class

Source - See instructions for making
or
Purchase bean bag and ball targets from store

10. Bean bags - one per child

Source - See instructions for making
or
Purchase from ABC School Supply, Inc. for $.80 each

Lesson 1

Objective: To explore one's "own space" and the "open space."

Concept: Locomotor and non-locomotor movement.

Equipment: None.

Procedure:	Interpretation:
1. Define the limits of the play area and ask each child to point to a spot on the play surface. Instruct the children to move to that spot and stand. Inform them that where they stand is their very "own space."	It is important that the children understand the boundaries of their play space because of the nature of exploration. In simple terms outline the area that today's activities will take place in, i.e., "from the edge of the walk to the fence and from where I am standing to the edge of the grass."
2. "How can we determine if we have enough room for each person's 'own space?' "Can you explore this space and discover ways of moving in it?" "Show me how high your space is ... How low... How wide..."	One's own space is the area he can reach with both feet stationary. By extending the arms in all directions without touching anyone else, one secures enough space to move in. Encourage the children to indicate with their arms the various limits of their "own space." Allow plenty of time for response after each question.
3. "How far does your space extend in front of you? To the back? In front of your feet?"	The range of movement in one's own space consists of non-locomotor movements, i.e., bend, stretch, turn, twist, rock, swing, sway, spiral, and combinations of these.
4. "I am going to give you a problem to solve using your body and you must listen carefully. Can you show me how high and low your space is at one time?" Allow sufficient time for exploration and eventually a child	This is the child's first encounter with the problem solving approach in learning physical skills, encourage original responses. Each child should do his own thinking and refrain from mimicking others.

Procedure:	Interpretation:
will indicate one hand low and one high which are directed at the extremes of his space. "Change hands!"	
5. Review all of the above non-locomotor verbal cues so that the children may react quickly and indicate that they know the areas of their own space.	Increase the rate at which verbal cues are given so that the children must respond quickly.
6. "Now that we have explored our 'own space' let us now explore 'open space' by visiting every part of it. The 'open space' is the area that we all move in and share."	Encourage the children to move about the open space visiting each section. Remind the children not to bump into anyone else as they explore the "open space."
7. Inform the children that they are going to play a game called "Freeze." Ask them if they know what "freeze" means. Encourage the children to move about the "open space" and "freeze" when they hear the word. Increase the speed of movement by asking the children to "move faster" and bring it to a near-run speed.	"Freeze" is a term that is used in place of stop and requires a cessation of all movement. Encourage the children to look around at the statuesque poses brought about by freezing quickly.

Second and third graders: The older children may enjoy the challenge of additional verbal cues in the game of "Freeze." They can "change directions" and "freeze," which requires more concentration in order to react.

Evaluation: Do the children comprehend the complete meaning of the word freeze? _____yes _____no; _____Few _____Many _____All of the children exhibit original responses in exploring their "own space."

Comments:

Lesson 2

Objective: To find different ways of exploring space.

Concept: Open space.

Equipment: None.

Procedure:	Interpretation:
1. Begin the lesson with each child in his "own space." Review exploration of space by asking the child to show how "high," "low," and "wide" the space is.	
2. Ask the children to indicate the part of their body that is the highest (farthest from the ground). Following this indication of the topmost part of the body ask the children if they can arrange their bodies so that their feet would be the highest body parts. Allow sufficient time for response.	Remember to state the verbal cues in a manner that will cause the child to ask himself the question personally. The children will indicate that the head is usually the highest part of the body. This activity will initiate identification of body parts to be dealt with in future lessons.
3. "Can you arrange your body so that your seat is higher than your head?"	There will be many methods of getting the seat higher than the head and original responses should be pointed out to the class with no effort made on the part of the teacher to indicate those who are right or wrong.
4. Challenge the children to get up and move around the "open space" without bumping into anyone.	
5. Encourage the children to explore moving forward, backward, and sideward. "When I say CHANGE, think of a different way to move about the open space."	All personal contact should be avoided as a child walks among classmates in a defined area.

Procedure: Interpretation:

6. Ask the children to select a specific body part (e.g., ear, nose, arm, leg, back, elbow) and let that body part lead them around the open space.

Second and third graders: Supplement this lesson by asking the older children to draw a route on a large piece of paper and walk that route or to walk a route and then draw it on a piece of paper. Exchanging maps of walking routes with classmates will produce interesting problems to solve.

Evaluation: Check one of following: _____25% _____50% _____75% _____100% of the children demonstrate a knowledge of body parts and originate movement with those parts leading.

Comments:

Lesson 3

Objective: Identification of body parts.

Concept: Body parts, e.g., arm, leg, hand, knee, etc.

Equipment: None.

Procedure:	Interpretation:
1. Review non-locomotor movements from previous lessons.	
2. Inform the children that today we are going to devote our time to learning about various body parts. "Can anyone name a body part used daily? How does it help us in everyday life?"	The objective of this lesson is to review with the children the various body parts and introduce means of locomotion on these body parts.
3. Once the children have identified the feet, have them explore the means of locomotion using their feet (e.g., walk, run, hop, jump, skip, gallop) about the open space.	A brief identification of these various means of locomotion is all that is necessary in this lesson, as hopping, jumping, etc. will be dealt with in later lessons.
4. "Return to your very own space and show me how you can move using only your hand and arms."	The ensuing activity will result in a "seal crawl" type of activity in which the arms walk for the body, with the legs remaining immobile.
5. "Can you walk around in your very own space as if your shoes were attached to your knees?"	This verbal cue will produce many types of movements using the knees as the base of support and means of locomotion.
6. "Try to have as much of your body as possible in contact with the floor and move around in your own space." "What body parts do you use to cause movement?"	When lying on the stomach or back the child will explore various body parts and eventually produce movement by combining the efforts of heel or toes, knees and elbows.

Procedure:	Interpretation:
7. "Sit on the floor. Can you spin around in one place? Can you move around in your own space in a sitting position?"	Note the similarity of the walking action, which is greatly exaggerated when it is accomplished in a sitting position.

Second and third graders: The older children may like to organize into groups of three or four and create "machines," using their bodies to mimic the movement of these devices, e.g., a wheelbarrow with one child walking on hands with another child holding his feet. This can be changed to a lawn mower by having another child roll in front.

Evaluation: Do the children exhibit an ability to identify and use the body parts used in this lesson? _____few _____many _____all. Note the children who do not rapidly respond in the identification of common body parts.

Comments:

Lesson 4

Objective: To transport objects using different body parts.

Concept: Body parts, e.g., neck, waist, elbow, etc.

Equipment: One bean bag for each child.

Procedure:	Interpretation:
1. Review body parts from previous lesson by asking the children to move in the open space on specific body parts.	
2. Challenge the children to move about using different body parts.	Use "freeze" and establish vocal control of the class before using bean bags.
3. Ask the children to point to their ankle, wrist, and head.	
4. Challenge them to get a bean bag and move about the room with the bean bag balanced on one of the body parts. The hands should not hold the bean bag in place.	Let them choose the part at first but later be specific to be sure they know the names of the parts.
5. Have them "freeze" and challenge them to place the bean bag on another body part and move about the room.	
6. If bean bags fall when they freeze, ask them how they can freeze to keep it from falling.	Freeze slowly to keep it from falling.
7. Continue finding different ways to place the bean bag on each of the body parts.	Name some of the body parts that creative children have bean bags balanced on.
8. Ask the children to identify their neck and waist by pointing to them.	

Procedure:	Interpretation:
9. Challenge them to find different ways of placing the bean bag on these body parts.	Encourage them to find their own way and not to copy others.
10. Name specific body parts and let the children find many different ways to move with the bean bag on that part.	Observe carefully to see that they can respond quickly to the name of a specific body part.
11. Challenge the children to place the bean bag on a specific part and return the bean bag to its original place, then pretend they still have the bag on that body part and walk to line up.	Examples: hand, knee, head, foot, elbow, etc.

Second and third graders: This lesson may be supplimented for older children by introducing boxes, benches, tables, chairs, etc., which serve as obstacles for them to move over and under as they balance the bean bag on a specific body part.

Evaluation: (check one) _____Few _____Most of the children recognize the body parts. Did the children move different ways using different body parts? _____yes _____no. Did the children learn to move and "freeze" without dropping the bag? _____yes _____no.

Comments:

Lesson 5

Objective: Practical application in the identification and movement of body parts.

Concept: Laterality and directionality.

Equipment: None.

Procedure:	Interpretation:
1. Begin the lesson with each child in his own space. Review exploration of space by asking the children to show how "high," "low," and "wide" their space is.	It is very important that young children know their body parts and are aware of their relationship to the space around them.
2. Ask the children to indicate through the use of their hands the "front," "back," "sides," "top," and "bottom" of their space.	Laterality is an internal awareness of the two sides of the body and their difference. It is probable that when the child has learned the sides, he still has to solve the problem of keeping their relationship straight. Laterality leads to directionality.
3. Ask the children to arrange their bodies so that they have the "front," "back," "side," and "other side" facing the teacher.	Orientation of the child's body in space is further developed by arranging a part of his body in a particular direction, hence directionality.
4. Complete the lesson by playing a revision of the game "Busy Bee."	Encourage the children to listen carefully and to arrange their bodies quickly according to the meaning they have of the words said.

Busy Bee:

The game begins with the children scattered about the open space with a partner. Teacher (or child leader) says "Face to Face," and partners arrange themselves accordingly. Other directions are as follows: back to back, side to side, toes to toes, join hands, elbows to elbows, etc. When "Busy Bee" is called the children must find another partner and join hands at first and the game is repeated. In case of an extra child in pairing, the teacher can play or let the child be the one to call out the directions.

Second and third graders: The older children will introduce a greater range of activities in the game "Busy Bee," i.e., more complex arrangements with partners, faster rate of movement.

Evaluation: (check one) _____25% _____50% _____75% _____100% of the children exhibit (1) an awareness of the various sides of their own bodies and (2) _____25% _____50% _____75% _____100% have the ability to arrange themselves in relation to another person or object.

Comments:

Lesson 6

Objective: To experience force in movements.

Concept: Quality in movement using strong and light forces.

Equipment: None.

Procedure:	Interpretation:
1. Ask the children to sit in their own space and make their hands very strong. Encourage a variety of displays of strength in hands. Ask the children if they can make their hands very light.	Contrast is an important element in developing a sense of quality in movement. Many children will not be able to discriminate sounds which are strong (loud) and light (soft). Experience in quality of sounds will lead into quality of movement.
2. Ask the children to make strong "sounds" with their hands by either clapping or striking the floor. Ask the children if they can make light sounds with their hands. Let them express which method of producing sounds felt best on their hands.	Children will be quite capable of producing strong sounds with their hands but many children will not illustrate an understanding of the contrast between strong and light sounds.
3. "If you attempt to catch a mosquito, what sound will your hands produce? What is the nature of the sound you make when you pat a baby?"	These auto experiences are designed to give the children a clear idea of the contrasting sounds produced by strong and light movements.
4. "Can you stand up now and by lifting both feet off the floor produce a strong sound?"	Allow time for the children to work off some of their energy as they produce the loud, stamping sounds with their feet.
5. "Can you produce a light sound by lifting both feet off the floor?" "Jump as high as before." "Which felt better to your feet--the strong or the light movement?"	A light sound should be produced as the children attempt to absorb the landing by bending in the ankles, knees, and hips.

Procedure:	Interpretation:
6. Encourage the children to produce contrasting sounds of light and strong in other ways; by running-in-place, hopping, etc.	Engage the children in an analysis of what the body did to make the light sound while jumping the same height.

Second and third graders: The older children may be challenged by jumping from various heights such as: low boxes, desks, benches, and chairs.

Evaluation: (check one) _____25% _____50% _____75% _____100% of the children produced a light sound by reacting to No. 5 above.

Comments:

Lesson 7

Objective: To use strong and light movements.

Concept: Quality in movement.

Equipment: None.

Procedure:	Interpretation:
1. Ask the children to sit facing a partner. Ask them to close their eyes (pretend to be blind) and, using one hand, examine the features of their partners face. "What type of movement do we use in examining our partner in this way--strong or light?"	Quality in movement is necessary to achieve success in almost any endeavor. The use of a shovel and a pen are quite different and require quality in manipulation. The purpose of this lesson is the practical application of strength and lightness in movement.
2. Ask the children to sit back-to-back with their partner and gradually push against each other. "Begin lightly at first, then push a little stronger." "Stronger!" "Really push against your partner!" Note: It is best to have children of equal size as partners.	The resistance of the partner will be the gauge to measure the various degrees of strength that the child can produce.
3. Ask one partner to make a tunnel-like structure with his body so that the other partner may crawl through, over, and under it in order to examine the object. Allow plenty of time for exploration.	"Structures" are firm, statue like positions of the body. A tunnel can be made by supporting the body on hands and feet while the rear end is held high.
4. Change partners and repeat the above.	
5. Ask the children whether they are strong or light when they are: a) the structure, or b) the examiner?	Strength is needed in supporting the body as a structure. Lightness is needed in movement as the child examines his partners structure.

Procedure: Interpretation:

6. Allow various partners to exhibit their structures and accompanying examination before the class.

Second and third graders: The older children will enjoy working in groups of 3 and 4 each in building complex structures which can be examined by members of other groups.

Evaluation: (check one) _____25% _____50% _____75% _____100% of the children are able to identify the quality of movement necessary in procedure no. 5.

Comments:

Lesson 8

Objective: To explore movement at various levels.

Concept: Moving in a high or low position.

Equipment: None.

Procedure:	Interpretation:
1. Begin the lesson with each child in his own space and review exploring their space.	Be sure to include the verbal cues "How high is your space; how low is your space?"
2. "Look around and select a spot away from your own space and move in a high position to that spot and return."	
3. Repeat the above in a low position. "Is it easier to move in a high or low position?"	Because the knees and back are bent it is usually more difficult to move in a low position.
4. "This time find two spots away from your own space, moving to one in a high position and to the other in a low position."	
5. Complete the lesson by exploring the various means of locomotion with the body at various levels. "Run in a high position, hop in a low position."	

Second and third graders: The older children may find it more challenging to move about the open space responding to a signal to move alternately to "high" and "low."

Evaluation: Do the children understand and respond appropriately to movement at the various levels? _____few _____many _____all.

Comments:

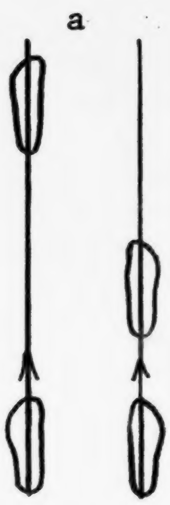
Lesson 9

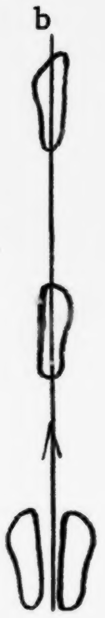
Objective: To explore the correct method of walking.

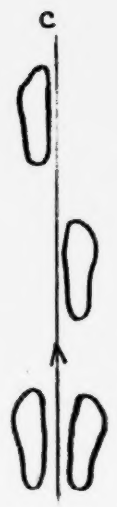
Concept: Correct walking technique.

Equipment: None.

Procedure:	Interpretation:
1. Challenge the children to walk at various speeds without bumping into one another.	The walking pattern is a repeated loss and recovery of balance in a forward direction employing simultaneous movements of the opposite leg and arm alternately. A good walk is an action which is accomplished in a smooth and regular manner with the emphasis on forward, not up and down or side to side, body movement.
2. Have them walk at their own speed and think about what their body parts are doing (one part at a time). "Do your arms move when you walk? Do your legs bend when you walk?"	Observe the opposition of leg and arm pattern. It consists simply of the arm on the opposite side of the body from the forward moving leg, moving forward at the same time as the leg.
3. Have child a) walk with feet about shoulder width apart,	a) Child will waddle or walk like a duck with the body swaying from side to side.
b) walk placing one foot directly in front of the other (as walking a line).	b) Child will find that he is not as stable (balanced) and that he must make a special effort to move each foot out and around the other at every step.
c) walk so that inner border of the feet are placed along a line.	c) This is the correct foot placement which you will want to encourage.







Procedure:	Interpretation:
4. As the child walks, using the correct foot placement, ask him to think about the direction in which the toes are pointing.	
5. Have the child walk with a) toes pointed inward (pigeon toed), b) toes pointed outward (sleugh-footed), and c) toes pointed straight ahead.	Inform the children that the best direction for the toes to point is straight ahead. The force of the foot in this position is directed straight backward and sends you forward.
6. Have the children experiment with walking by: a) varying the speed from medium to fast and slow; b) varying direction from forward to backward, sideward, high on tiptoes, low with bent knees; c) varying force from walking lightly to walking heavily, stamping feet, walking rhythmically, walking with jerky movement.	

Second and third graders: The older children should be capable of exhibiting a greater range of exploration and should be encouraged to make additional analysis of walking habits.

Evaluation: (check one) _____Few _____Many _____All of the children exhibit a knowledge of proper foot allignment and spacing following this lesson.

Comments:

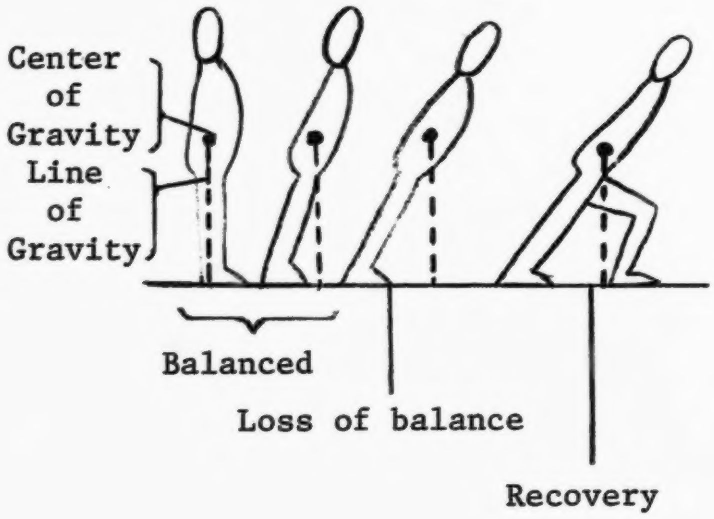
Lesson 10

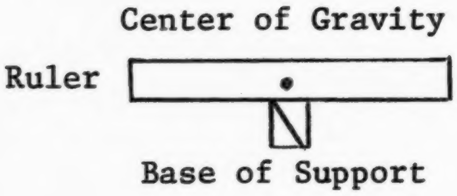
Objective: To experience walking in various ways and on various surfaces.

Concept: Adjustments necessary in walking.

Equipment: Varying surfaces for walking, e.g., grass, blacktop, sidewalk, dirt, sand, gravel, inclines.

Procedure:	Interpretation:
1. Begin lesson with a brief review of proper walking procedures (Lesson 9).	Encourage children to demonstrate correct walking skill learned in previous lesson.
2. Have children walk carefully about the open space in a backward direction without bumping anyone.	In walking backward the foot will be lifted and placed securely a short distance back before the weight is shifted.
3. Ask children to compare speed and the amount of body lean walking backward to walking forward.	Encourage children to realize above concept and allow them to express their own thoughts on these movements.
4. Have children return to their own space. Ask them to lean forward as far as possible with feet together and body straight. When loss of balance occurs note method of recovering balance.	As the children lean forward the line of gravity will move forward and as soon as this line falls outside the base of support balance is lost. Recovery is made by extending the base of support. A classroom experience prior to this physical education lesson would be most desirable. Using a ruler or similar object find the exact point of balance and mark it on the ruler. Demonstrate what happens to the balance of the object when attempts are made to balance it elsewhere.





Procedure: Interpretation:

5. Have the children experiment with walking by: a) varying the speed from medium to fast and slow; b) varying direction from forward to backward, sideward; c) varying inclinations, walking forward and backward; d) varying relationships from walking alone to walking with a partner, in 3's, 4's, 5's, in a line, in a circle; e) varying surface from walking on grass to walking on blacktop, on the sidewalk, on dirt, on sand, on gravel, on wood, on leaves, on any available surface.

Second and third graders: This lesson should be supplemented for older children by increasing the involvement in locating the center of gravity. This is accomplished initially by asking the child to lean forward; further challenge will be offered in guiding exploration in leaning backward and to the side, and limiting the base to a one foot support. As these children use their arms and bodies in achieving stability the session which follows should consist of demonstration and discussion by individuals who have discovered various aspects of movement.

Evaluation: Is a transfer of learning made regarding center of gravity to actual performance in movement, as in procedure no. 5? _____yes _____no

Comments:

Lesson 11

Objective: To experience rhythm through walking.

Concept: Movement to a rhythmical beat.

Equipment: Drum or tambourine. See Appendix D.

Procedure:	Interpretation:
1. Ask the children to walk around the room.	
2. Have the children sit down and select one person to walk around the room while the other children clap their hands each time his foot hits the floor.	The teacher may need to clap along with the class to get them started in unison.
3. Challenge all the children to walk in time to the teacher's clapping.	The teacher may wish to count out loud an even $\frac{3}{4}$ or $\frac{4}{4}$ beat. $\frac{3}{4}$ 1 2 3 $\frac{4}{4}$ 1 2 3 4
4. Play a steady beat on a drum or tambourine and let the children walk in rhythm to the beat.	
5. Have the class sit down and listen to the teacher vary the tempo of the beat. Ask them if the beat would affect their walking.	The faster the tempo, the faster the walk.
6. Challenge the class to change their walking rhythm according to the beat played by the teacher.	
7. Have the class sit down and listen to the teacher vary the dynamics (soft, loud) of the beat. Ask them if they could show the differences by the way they walk.	

Procedure:	Interpretation:
8. Change the dynamics of the beat and have the children show different ways of walking.	
9. Use combinations of tempo and dynamics and have them express the mood of the rhythm.	Combinations of fast, slow; soft, loud; heavy, light; short, long. A fast, light rhythm might be characterized with a happy walk.

Second and third graders: Have the children dramatize through movement as the teacher narrates a story and plays an appropriate beat, emphasizing the dramatic moments by varying the dynamics and tempo. The story of "Little Red Riding Hood" may easily be dramatized.

Evaluation: What percentage of the children were able to walk with rhythmical accompaniment? _____25% _____50% _____75% _____100%

Comments:

Lesson 12

Objective: To learn what balance boards, balance beams, and bouncing boards are and to explore the use of them.

Concept: Balance.

Equipment: Balance beam, balance board, bouncing board. Two or three of each if possible. See Appendix A; Numbers 2, 3, and 6.

Procedure:	Interpretation:
1. Arrange the equipment so that each piece is free of hazards, and distributed about the open space.	
2. As the children come in have them sit down and tell them the name of each piece and any related safety rules.	Safety hints: a) One at a time on equipment. b) No running on or near equipment. c) Do not interrupt someone on the equipment.
3. Challenge them to move to the various pieces of equipment and to explore and discover what they can do on each piece.	Remind them every few minutes to be sure and explore each piece of equipment.
4. If needed have them sit down and discuss taking turns and sharing equipment.	You may need to talk to only a few of the children.
5. Challenge them to find different ways to move forward, backward, and sideward on the equipment.	Do they remember direction from previous lessons?
6. Have the children pretend they are walking a long balance beam to line up.	

Second and third graders: Challenge the older children to find different ways to move at specific levels and in specific difections.

Evaluation: Do the children know the names of the equipment? _____yes _____no. Did the children find a variety of ways to move on the equipment? _____few _____most

Comments:

Lesson 13

Objective: To explore balancing skills.

Concept: Basic skills of balancing.

Equipment: Masking tape for lines on the floor, 2 x 4 and/or balance beams. See Appendix A; Number 2.

Procedure:	Interpretation:
1. Challenge the children to move along lines placed on the floor or ground.	Use masking tape to make enough lines so that as many children are active as possible at any one time. (Lines on tile floors, parking lots, or playground will work equally well.)
2. Have the children explore the various ways of moving along the lines. (Forward, backward, sideward.)	Encourage original responses.
3. Next place balance beams or 2 x 4's on the floor so that the 4 inch surface is used. Encourage the children to travel the beam several times. Encourage exploration of movements explored above.	Care must be taken to see that the children walk slowly and maintain balance at all times. By running across the board the task may be performed without the necessity of balance. They should place each foot squarely on the board so that both toe and heel make contact at each step. Encourage the children to keep the eyes focused straight ahead rather than on their feet or the beam. A large object (balloon, "X" made from construction paper) placed on the wall opposite the end of the board at the children's eye level may be helpful.
4. Ask the children to think about what the arms do as they walk the beam. Explore how different positions of the arms affect balance.	Guide the children to realize the role the arms play in balancing. Better balance can be achieved by holding the arms out to the side at shoulder height.

5. Give children ample opportunity to explore many different ways of moving on the beam.	Children who experience difficulty balancing on the beam may be aided by having two children walk on the floor (one on each side of the board) supporting the palms of the child on the board.

Second and third graders: This lesson should be supplemented for older children by adding more challenging activities. See Appendix A; Number 2.

Evaluation: (check one) _____Few _____Many _____All of the children make the transition from lines to a narrow beam easily.

Comments:

Lesson 14

Objective: To move at various speeds.

Concept: The difference between walking and running.

Equipment: None.

Procedure:	Interpretation:
1. Motivate children to move about the open space with small, quick steps.	
2. "Walk as you would if you are in a hurry and think about what happens to your body; and when I say 'freeze' stop quickly."	Repeat this giving children ample opportunity to build body momentum and to bring it to an abrupt stop. Help children to realize that increased speed affects stopping distance.
3. Have children move as fast as they can about the open space, stopping when the signal "freeze" is given. "What did you do this time that was different from what you did last time?"	Children will resort to running here as running is easier and more efficient than walking.
4. Have children run about open space thinking about what their arms, legs, and feet are doing. (One body part at a time.)	In correct running the body is out of contact with the ground for a short period, the ball of the foot contacts the ground first, the body is inclined forward from the ankles at a greater angle than walking, (greater the speed, the greater the inclination), arms are held relatively high with elbows bent (approximately 90°), knees are raised higher from the ground, and stride is wider.
5. Have the children run with the heels hitting the ground first; then have them run with the ball of the foot hitting the ground first.	Point up the resulting jar to the body when the heel hits the ground first. When the ball of the foot hits the ground first it is possible to absorb the

Procedure:	Interpretation:
	force without a jar.
6. Have the child run with the arms straight; then held to the side. Then with the elbows bent and moving.	
7. Quiz the children about which felt more natural.	
8. Have the child run with very little bend of the knees; then lifting the knees high. "Which felt more natural?"	Help the children to summarize what they have discovered about running techniques.
9. Complete the lesson by playing "Brownies and Fairies."	

Brownies and Fairies:

Two lines are drawn 40 or 50 feet apart and parallel. The length of the lines would depend upon the number of players. The players are then divided into two groups, the fairies and the brownies. Each group stands behind one of the lines. The fairies turn their back to the brownies. A leader or lookout watches the game and gives the necessary signals.

Brownies creep forward quietly. The lookout, when he sees that the brownies are close enough to make it possible to tag players, calls out "Look out for the fairies!" The fairies then turn and chase the brownies, each fairy tagging as many brownies as possible before they cross their safety line. All the brownies tagged become fairies and join that group.

The game is repeated; the brownies turn their backs while the fairies creep up on them. Players are not permitted to look over their shoulders while awaiting the approach of the oncoming players.

Second and third graders: These children may enjoy running games such as: Jet Races; How Many Orbits; Space Ship. See Appendix C.

Evaluation: Were children able to arrive at a good description of a running technique? _____yes _____no

Comments:

Lesson 15

Objective: To develop efficient running technique.

Concept: Stride and body lean in running.

Equipment: None.

Procedure:	Interpretation:
1. Review the previous lesson. Have children select a spot for their "own space" and move to it.	
2. Have children run in a very upright position and then inclined forward from the ankles.	
3. Quiz children as to which position allows for faster movement.	
4. Have children run taking as many steps as possible and run taking as few steps as possible.	
5. Have children run as quietly as possible.	In an attempt to run as quietly as possible children will run on their toes. This technique may be useful for those who persist in running on their heels.
6. Have children run and stop on signal, changing directions when signal is give to resume running.	
7. Complete lesson by playing one or more of the running games mentioned in the previous lesson and found in Appendix C.	Paricular attention should be paid to the girls in the class. Girls frequently have difficulty in running because they attempt to run with a minimum of knee lift. They also tend to rotate the shoulders outward, "hugging" the upper arms and elbows to the body and allowing the lower arms to "flap" out at the sides.

Second and third graders: These children may enjoy relay race type activities such as: Tag the Line Race; Escape from the Zoo Race. (See Appendix C.) The team organization required for relay races demands cooperative endeavor which is usually undeveloped in many children of these age groups. Some of these children may enjoy racing as a team member if they can compete with an individual member from another team, contributing toward a team score when they win. An example of this type race is "Tag the Line Race." Another type team race is that in which all team members run at the same time, keeping in some predetermined order, or ending in the starting order; such as "Escape from the Zoo Race."

Evaluation: What percentage of the children exhibit changes in running skill as a result of the previous lesson and this lesson? _____25% _____50% _____75% _____100%

Comments:

Lesson 16

Objective: Application of running skills.

Concept: Practical use of running skills.

Equipment: None.

Procedure:	Interpretation:
1. Direct children to move in common space as quickly as possible without bumping. Stop quickly when signal "freeze" is given.	
2. Play "Partner Tag" for application of running skills.	Prior to playing the game discuss proper tagging technique of touching the child lightly on the upper part of his body. Striking and shoving are not proper means of tagging. Encourage the children to run close enough to their partners so that they may reach them easily and maintain their balance.

Partner Tag:

Identify boundaries in which the game will be played. Have children select a partner and designate one partner as "It." "It" chases his partner and upon tagging him designates him as the new "It."

Second and third graders: Other tag games which may be more appropriate for these children are: Flying in Space; Stone; Wind and Flowers; Pom-Pom-Pullaway. See Appendix C.

Evaluation: Do children apply skills learned previously in practical situations? _____yes _____no

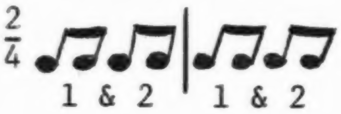
Comments:

Lesson 17

Objective: To experience rhythm through running.

Concept: Movement to a rhythmical beat.

Equipment: A record with a fast, even beat or a piano. See Appendix D.

Procedure:	Interpretation:
1. Ask the children to run around the room without bumping into each other.	
2. Have the children sit down. Select one person to run around the room while the other children clap their hands each time his foot hits the floor.	The teacher may need to clap along with the class to get them started in unison.
3. Challenge all the children to run in time to the teacher's accompaniment.	The teacher should play a rapid, even beat on a drum or tambourine. 
4. Play a song on the piano or use a record that has a fast, even beat and ask the students to run in time to the beat.	
5. Allow the children to sit down and listen to the teacher vary the dynamics of the beat on the drum or tambourine. (Soft, loud; light, heavy.)	
6. Ask them if the music changed. If so, could they run differently to show this change?	For a soft beat, the children could run on tip-toe.
7. Challenge the class to change their running according to the beat played by the teacher.	

Second and third graders: Have the children dramatize through movement as the teacher narrates a story and plays an appropriate beat, emphasizing the dramatic moments by varying the dynamics and tempo.

Evaluation: What percentage of the children were able to run to rhythmical accompaniments? _____25% _____50% _____75% _____100%

Comments:

Lesson 18

Objective: To discover balance by the use of the balance board.

Concept: Balance and center of gravity.

Equipment: Balance boards. See Appendix A; Number 3.

Procedure:	Interpretation:
1. A review of the lesson on body lean and center of gravity may be useful before beginning this lesson.	
2. Use as many balance boards as possible and have the children explore various methods of mounting the board.	Stability will be gained more easily by stepping quickly to the center of the board.
3. Give each child an opportunity to achieve balance on the balance board.	
4. Ask the children if they can look at an object (at eye level) while balancing.	Here the importance of focusing the eyes straight ahead is stressed.
5. Challenge the children to experiment with balance by asking, "Who can touch his feet and stand up without losing balance? While balancing can you touch your shoulders?...knees?...toes?...head?...hips?"	Children may need an opportunity to practice these activities before moving on to other activities.
6. "Can you take one hand and touch the knee on the other side?...the shoulder?...the toes?...the hip?" Change hands and repeat.	
7. "Can you balance on one foot? Can you balance on the other?"	
8. "Can you stand tall? Can you go down low?"	

Second and third graders: These children may be further challenged by asking, "Can you jump and still keep your balance?" A more advanced skill that some may like to try is jumping rope while balancing on the board. Other balance board acitivities involving the use of a ball may be found in the appendix.

Evaluation: What percentage of the children exhibit knowledge of balance and center of gravity in practical application? _____25% _____50% _____75% _____100%

Comments:

Lesson 19

Objective: To explore leaping and jumping.

Concept: Difference between leaping and jumping.

Equipment: One jump rope for each child.

Procedure:	Interpretation:
1. Begin the lesson with each child in his "own space" and his rope stretched out on the floor in front of him. Ask him to explore possible methods of getting from one side to the other. Have children discuss various methods of getting across the rope.	Probably the most common methods employed will be a) leap, which is similar to running in that the weight is transferred from one foot to the other (the leap, however, is performed with much greater height and distance than the run and the arm swing is more forceful); or b) jump in which both arms swing downward and back as all the leg joints bend in preparation, then both arms swing strongly forward and upward as both legs straighten forceably to propel the child into the air.
2. Challenge the children to cross the rope by pushing off with one foot and landing on the other foot (leap).	Point out the similarities to the run. Identify this action as a "leap."
3. Challenge the children to cross the rope by springing from both feet and landing on both feet (jump).	As the child lands his arms are brought downward and the leg joints bend to absorb the landing shock. Use the term "jump" to identify this action.
4. Challenge the children to cross the rope by pushing off with one foot and landing on both feet.	This is the take off used in both the running broad jump and the high jump. Differentiate this movement from the previous one by referring to it as the "broad jump."

Procedure:	Interpretation:
5. Encourage children to take a two or three step running approach and see how far over the rope they can get.	Landing technique will be important here. The shock of landing should be absorbed by bending the leg joints and bending forward at the waist to maintain balance.
6. Complete the lesson by directing the children to make a mountain (large V) with their rope. Challenge them to move from the peak of the mountain to the base by the various methods explored.	

Second and third graders: If these children are proficient in these skills go on to the next lesson.

Evaluation: Are the children able to differentiate between a leap and a jump? _____yes _____no

Comments:

Lesson 20

Objective: To improve skill in leaping and jumping and to explore jumping for height.

Concept: Relationship of speed to achieving distance and height in jumping.

Equipment: Six 16' jump ropes.

Procedure:	Interpretation:
1. Review leaping and jumping techniques of previous lesson. Allow for practice of these techniques by placing two long ropes parallel on the ground approximately 6 to 12 inches apart. Each child goes over the ropes using each of the techniques, i.e., leap, jump, broad jump.	All ropes should be used and several children jumping on one set of ropes at one time so as to allow for greatest amount of activity of all children.
2. Distance between ropes can be gradually increased, encouraging children to continue trying each technique at each distance to determine which is best for distance jumps.	No child should be eliminated. Each child should attempt each distance.
3. Have two members of each group (six ropes, six groups) hold the rope lightly in their fingers approximately six inches off the floor. Other members of the groups explore different methods of getting across the rope without simply stepping over it.	Children should be encouraged to utilize techniques used to cover distance, pointing up the adjustment in arm swing and direction of force of the legs (arms will swing up over the head and force will be straight up) first attempts should be made with child standing next to rope. (Be sure to give rope holders ample opportunity for practice, also.)

Procedure: Interpretation:

4. Give children an opportunity to discover the differences in height that can be achieved with the different techniques and with a running start.

5. Quiz them as to which technique is best for them.

6. Give children ample opportunity to practice leaping, jumping, broad jumping, and jumping for height.

Second and third graders: This lesson may be combined with the previous lesson for these children.

Evaluation: Are children able to jump farther and higher with a running start? _____yes _____no

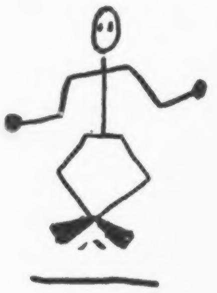
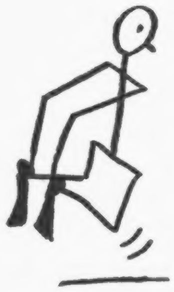
Comments:

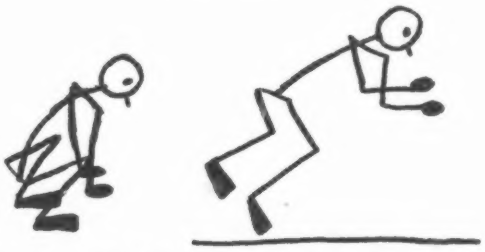
Lesson 21

Objective: To learn stunts evolving from jumping.

Concept: Applying the skill of jumping in a variety of ways.

Equipment: None.

Procedure:	Interpretation:
1. Have the children find their own space.	
2. Challenge them to jump as high as they can staying in their space.	
3. "Can you jump as though you were very light? Heavy?"	When jumping "light," they may land on the balls of their feet. When jumping "heavy," they may land flat-footed.
4. "Can you jump to the front of your space and back again? Back of your space? Side of your space?"	Children may need to be reminded to stay in their own space.
5. Challenge the children to jump up, click their heels together, and land with their feet in the original position.	
6. Challenge the children to jump up, slap both heels with the hands, and land with their feet in the original position.	
7. "Can you jump up and land facing the side of your space?"	This will be a quarter turn.
8. "Can you jump up and land facing the back of your space?"	This will be a half turn.
9. "Can you jump up, spin around, and land facing the same direction as you are now?"	This will be a full turn, commonly known as the "top spin."

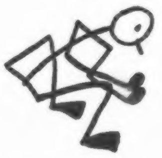
Procedure:	Interpretation:
10. Tell the children that they look like tops. "Let's spin the tops again!"	
11. Challenge the class to jump around the open space without bumping.	
12. "Pretend you are a frog sitting on a water lily."	Children should be in a squatting position.
13. "Can you jump from lily to lily across the pond?"	Frog Jump  From a squatting position, with the hands placed on the floor slightly in front of the feet, jump forward a few feet landing on the hands and feet simultaneously.
14. "Pretend you are on the moon. You would not weigh as much because of less gravitational pull so you could jump much higher. Let's jump around on the moon!"	

Second and third graders: "Pretend you are a rabbit." "Show me how you would stand." Challenge the children to place their hands on the ground ahead and then jump with their feet to bring them up to their hands. Children should be in a squatting position.

Rabbit Jump:

Crouch to a deep knee bend position and place the hands on the floor in front of the feet with the knees pointed out. Move forward first with the hands and then bring the feet up to the hands.

Emphasize to the children that this is called a jump rather than a hop because both feet move at once.



Evaluation: Did the children learn to perform the stunts evolved from the jumping? _____25% _____50% _____75% _____100%

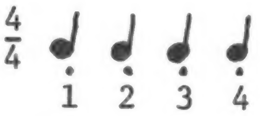
Comments:

Lesson 22

Objective: To experience rhythm through jumping and bouncing.

Concept: Rhythmetical beat applied to movement.

Equipment: Drum or tambourine, record player and record or piano. See Appendix D.

Procedure:	Interpretation:
1. Ask the children to move around the room using both feet at the same time without bumping into each other.	
2. Have them sit down and listen to the beat played by the teacher.	The teacher may use a drum or tambourine to play a staccato beat. 
3. Challenge the class to jump to the beat.	The teacher may have to adjust the tempo to the pace of the children.
4. Play a loud, heavy beat and ask the children to jump like a kangaroo.	
5. Play the same accompaniment softer and lighter and again challenge them to jump like a kangaroo.	
6. Have the class sit down and listen to the two different beats repeated. Ask them which beat sounded like a baby kangaroo.	The second beat characterized a baby kangaroo because it was softer and lighter.
7. Challenge the children to stay in their own space and jump as high as they can to the beat played by the teacher.	

Procedure:	Interpretation:
7. Challenge the children to stay in their own space and jump as high as they can to the beat played by the teacher.	
8. Repeat procedure no. 7, jumping low.	
9. Ask the children to change the direction of their jumping upon hearing a signal given by the teacher.	The teacher may signal a change by accenting particular beats.

Second and third graders: Play a record or song on the piano that has a staccato beat with a variance of tempo. Challenge the children to adjust their bouncing to this variance.

Evaluation: Were the children able to jump to a rhythmical accompaniment? ____yes _____no

Comments:

Lesson 23

Objective: To explore the techniques of rope jumping.

Concept: Coordinating a jump to a moving rope.

Equipment: Five 16' jump ropes.

Procedure:	Interpretation:
1. Place the ropes on the floor and allow the children to review the different methods of jumping discovered in Lessons 19 and 20.	Provide enough ropes so that everyone is involved with a minimum of waiting in line to take turns. Teacher should rotate from group to group.
2. Have two members of each group (same number groups as ropes) hold the rope lightly in their fingers. They should wiggle the rope as other members of the group attempt to cross it without touching it.	Emphasis here will be on timing their jump with the movement of the rope.
3. Have children who are holding the rope to rock it back and forth slightly, making sure that it touches the floor at the midpoint of the swing. Children are challenged to cross the rope, as it swings, without touching it.	Again timing is the secret to success.
4. Challenge the children to stand beside the rope and, as it swings, jump it several times.	Timing and the ability to jump in place are important in this activity.
5. Challenge the children, using same technique as above, to jump as many times as possible without missing.	

Second and third graders: These children may be able to go to the next two lessons, in which skill is developed in skipping an individual rope. Boys, however, may need this lesson in order to develop the coordination necessary for rope skipping.

Evaluation: Are children able to utilize jumping ability in relation to a moving rope? _____25% _____50% _____75% _____100%

Comments:

Lesson 24

Objective: To develop skill in turning and jumping a rope.

Concept: Arm movement in rope turning.

Equipment: One individual jump rope per child; 16' jump ropes.

Procedure:	Interpretation:
1. Have children review techniques of jumping a low swinging rope several times.	Give enough time for practice here to insure that all children become fairly proficient at jumping a moving rope.
2. Have each child in his own space with an individual jump rope (allow ample room to swing the rope). Ask the child to double his rope and hold the two ends in one hand. Challenge children to explore drawing a circle in the air with their hand in front of them.	
3. Challenge the children to swing the rope so that it describes a circle in front of them. Quiz the children as to how the arm and hand are used in accomplishing a smooth circular movement with the rope.	This rhythmic rotation of the arm and rope is an important step in successful rope jumping.
4. Challenge the children to swing the rope so that the tip end touches the ground lightly.	
5. Challenge the children to find a partner and each taking one end of a single rope coordinate their arm movements so that the rope swings in a complete circle between them. Allow sufficient practice time.	

Procedure:	Interpretation:
6. Divide class into groups, each having one long rope. Two children should turn the rope as in procedure no. 5, while another child stands beside the rope in the center and jumps it as it is turned slowly. Have the children change often so that everyone gets experience in jumping and turning the rope.	Ample opportunity should be provided in subsequent lessons to develop these rope jumping skills.

Second and third graders: These children may need to spend very little time on learning techniques. Time should be used in perfecting rope jumping skill. They should be able to run-in and start jumping as the rope turns.

Evaluation: Are all the children able to successfully turn the rope for jumping? _____yes _____no

Comments:

Lesson 25

Objective: To develop skill in skipping rope.

Concept: Jumping in a timed sequence.

Equipment: A rope for every child.

Note: Proper length of rope can be determined by measuring a doubled rope from the arm-pit to the ground.

Procedure:	Interpretation:
1. Begin lesson with a review of procedure no. 2 of Lesson 23. Continue by having the child repeat this same type movement with the rope at his side. Challenge the child to try this with each hand.	In preparation for rope skipping it is necessary to perfect the wrist snap used in turning the rope. The desired movement here is in the wrist rather than the entire arm. Rope skipping is accomplished more easily with the hands at the waist or hip level.
2. Encourage the children to start with the rope at their heels and swing it over their heads and jump through it.	Some children may tend to bend at the waist as they throw the rope over their head thus causing the rope to hit the ground far in front of the feet. Others may jump too soon or too late. Encourage them to stand up straight as they swing the rope. Only through practice will they learn to time their jump.
3. Challenge the children to practice until they can jump several times without missing.	Ample time should be given for practice in rope skipping; allow some practice over the next 3 or 4 days. Encourage the children to skip rope at home.

Second and third graders: Boys in these grades may be reluctant to practice rope skipping since it has traditionally been thought of as a girl activity. Remind them that boxers skip rope and that football and basketball players do, also.

Evaluation: The children who achieve immediate success in rope skipping _____jump or _____step through the rope. (Check the one most frequently used.)

Comments:

Lesson 26

Objective: To explore throwing.

Concept: Target.

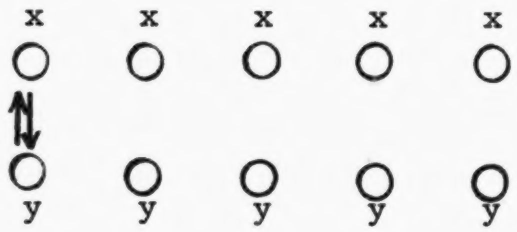
Equipment: One bean bag and hula hoop per child.

Procedure:	Interpretation:
1. Begin the lesson with each child in his own space in the center of a hula hoop. Give each child a bean bag and ask them to discover methods of tossing the bean bags to themselves. Encourage the children to remain within their own space.	The hula hoop serves as a space designator and develops the concept of accuracy in tossing in order to remain within the space.
2. Each child should select a partner and arrange themselves, standing by their hoops, approximately 3 feet apart.	
3. Encourage the children to throw at his partner's hoop, which serves as a target. Each child retrieves the bean bag in his hoop and tosses it at his partner's hoop.	The term "target" will be introduced here and used in the following lesson to designate the receiving area of the bean bag or ball. No emphasis is placed on catching in this lesson as the throwing act is the area of concentration.
4. When the child is successful in tossing his bean bag into his partner's hoop the distance between the hoops should be increased by moving back one foot.	Identify the types of throwing actions that are used (underhand, overhand) and encourage children to explain where they aim their bean bag in order to land it in the hoop. The bean bag will slide when it hits and most children will aim just over the front edge of the hoop in order to keep it within the hoop.

Procedure:	Interpretation:
5. Select various throwing techniques such as overhand and underhand and ask the children to try each technique from various distances. When the distance is the greatest, ask the children which technique is the best.	Usually children will begin with the underhand throw at short range and change to the overhand throw when the distance is greatly increased.
6. Play the game "Ringo."	

Ringo:

Place the hoops in two rows 8'-10' apart. Have each child stand behind their hoop. Give each child in one row a bean bag and have them toss it at the hoop opposite them. Their team gets one point for each bean bag that lands in a hoop. Let the other side toss the bean bags back for their points. A game may be one turn for each side or may terminate on a given score.



Second and third graders: Play "Ringo" but increase the distance between the two rows.

Evaluation: Were the children successful in placing the bean bag in the "target" area (hoop) from a distance of 10 feet? _____25% _____50% _____75% _____100%

Comments:

Lesson 27

Objective: To learn to throw a yarnball at a target using the underhand and overhand throw.

Concept: Throwing overhand and underhand.

Equipment: One yarnball for each student, several targets (hula hoops, boxes, barrels, chalkmarks, wall target, or other vertical targets).

Procedure:	Interpretation:
1. Allow the children to get a yarnball and to explore throwing at different targets.	
2. Observe and pick out the children who used good form in both the underhand and overhand throw.	In the underhand throw, the yarnball should be held in the throwing hand with the fingers apart. Swing the throwing arm (one holding bean bag) back beside the leg, then swing it forward, releasing the yarnball at the point described below. In the overhand throw, the yarnball is held the same way as in the underhand throw. Swing the throwing arm upward and back of the ear while shifting the weight to the back foot, then swing the arm forward while shifting the weight to the front foot. Release the yarnball at approximately shoulder height and allow the arm to swing on down across the body.
3. Have the class sit down and discuss what the body parts do as they watch the children that were selected to show how they threw the yarnball. Ask the class what they did with their fingers and arms.	

Procedure: **Interpretation:**

4. Challenge the students to try throwing at the targets using good form.

5. Divide the class into groups of 6 or 8 and complete the lesson by playing "Hit the Moon."

Hit the Moon:

Each group has a hula hoop that serves as the moon. The children stand three feet from the hoop and hit the moon with the yarnball. If a child is successful he moves farther from the moon, throwing from there after everyone has retrieved his yarnball from the previous throw.

Second and third graders: Increase the starting distance from the hoop depending on the ability of the class.

Evaluation: As a result of practice is there improvement in form used in throwing? _____25% _____50% _____75% _____100% of the children exhibit improved form.

Comments:

Lesson 28

Objective: To explore movement using hula hoops.

Concept: Spinning and rolling a hoop.

Equipment: One hula hoop for each child.

Procedure:	**Interpretation:**
1. Have each child find his own space.	
2. Show the children a hula hoop and challenge them to make themselves into that shape.	Most will lie down and form a circle with their bodies.
3. Ask them what shape they are making.	They will say "round" or a "circle."
4. Allow each child obtain a hoop and roll it back to their space. Have them place it on the floor and stand in the center.	
5. "How many ways can you find to move in and out of your hoop with it on the floor and without touching it?"	They may step, hop, jump, leap, cartwheel, etc.
6. "Can you hold the hoop in one hand and find several ways of moving through it--staying in your own space?"	
7. "How many different places on your body can you find to spin the hoop around?"	Neck, wrist, elbow, arm, shoulders, waist, hips, knees, and ankles.
8. Challenge the children to roll their hoop slowly around the common space without bumping or losing control of the hoop.	Caution them to watch where they are going.

Procedure:	Interpretation:
9. Have the boys freeze and be obstacles as the girls roll their hoops around at a faster speed.	Boys should hold their hoops still.
10. Repeat procedure no. 9 using girls as obstacles.	
11. Have the children roll their hoops to the hula hoop box and put them away.	

Second and third graders: Divide the class into teams of 6 to 8 children and have relays rolling the hula hoop.

Evaluation: Did the children discover many ways of moving the hula hoop? _____yes _____no

Comments:

Lesson 29

Objective: To explore the relationship between hopping and skipping.

Concept: Skipping as a combination of two actions--step and hop.

Equipment: None.

Procedure:	Interpretation:
1. Challenge the children to move about the open space without separating their feet. (The action desired here is similar to hopping like a rabbit. Caution should be used in asking children to mimic a rabbit lest the meaning of the lesson be lost.)	Many will do this with a two foot hop (same as two foot jump).
2. Challenge the children to move about the open space using only one foot.	This hopping pattern will be characterized by up and down jumping movements in which the elbows are kept bent and the arms in front of the body. The knees seldom straighten fully and the push into the air and the absorption of landing shock is accomplished primarily by the work of the ankle joint.
3. Challenge the children to hop: a) holding their arms straight down at their sides, b) with arm folded across chest, and c) with elbows bent and hands in front of the body.	
4. Quiz children as to which is best.	
5. Have children pick out a spot in the open space and hop to it on one foot and then return to their "own space" by hopping on the other foot.	Give ample opportunity to practice so that children can hop on either foot.

Procedure:	Interpretation:
6. Have children travel to their chosen spot by hopping first on one foot and then on the other, returning to their own space by continuing to alternate feet at each step.	This, in essence, is skipping which is a combination of part of the walking pattern and the hopping pattern--a step-hop.
7. Challenge the children to move about the open space quickly, using the step-hop.	As speed is increased the hop part of the skipping pattern is almost a slide forward rather than a true hop.
8. Challenge children to skip about the open space: a) with the arms held straight at the side and b) with the arms moving alternately as in walking.	
9. Quiz children as to which is easier.	
10. Complete the lesson by giving children an opportunity to skip about the open space without bumping anyone and to stop when the teacher says "freeze" and change when the teacher says "change."	

Second and third graders: These children may be proficient enough in these skills to move on to the next lesson.

Evaluation: What percentage of the children are able to perform a skip by the rapid combination of a step and a hop, as in procedure no. 6? _____25% _____50% _____75% _____100%

Comments:

Lesson 30

Objective: To improve skills of hopping and skipping.

Concept: Same as previous lesson.

Equipment: None.

Procedure:	Interpretation:
1. Review hopping skills by asking such questions as: "Can you start hopping on one foot and then change and hop on the other foot?" "Can you hop in one spot and be very quiet about it?" "Can you hop very slowly? Very fast?"	Help the children realize what happens to the size of their hop when they go fast and how they land when they try to hop quietly?
2. Challenge the children to move forward by hopping first on one foot and then changing and hopping on the other foot (alternating feet at each step). Do this slowly.	Continue this until most of the children can do it satisfactorily.
3. Now try hopping and changing feet quickly taking short hops on the front part of the foot.	Ask children what this skill is called. For those children who have difficulty skipping, it may be helpful to have the child take the hand of a partner who skips well. If a child tends to skip on one foot only, short periods of practice hopping on the other foot may help overcome the difficulty.
4. Complete the lesson with one of the running games or relays found in Appendix C, but change it so that the children must skip rather than run; or combine the two, skip one time, run the next.	

Second and third graders: These children may need to spend very little time on the techniques of skipping and spend more time in practicing the skill through games and rhythmic activities.

Evaluation: What percentage of the children are able to skip?

_____25% _____50% _____75% _____100%

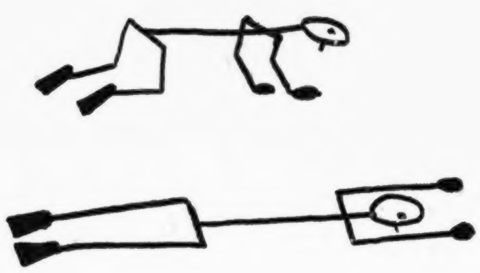
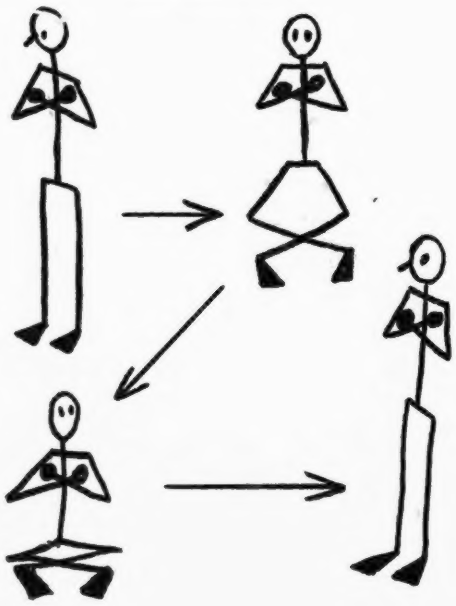
Comments:

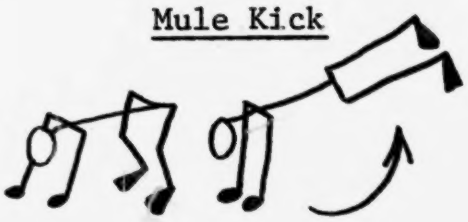
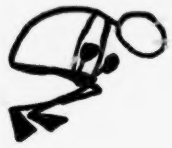
Lesson 31

Objective: To learn stunts and to combine them.

Concept: Stunts are composed of many separate actions.

Equipment: Mats.

Procedure:	Interpretation:
1. Have the children find their own space.	Individual mats are best. If they are not available, assign spaces on the mats.
2. Ask them to get down on their hands and knees on the mat making their backs look like tables.	Be sure that their backs are straight and that when they "squash" they will fall straight down.
3. "On 'go' can you throw your arms forward and throw your legs back and land on your stomach?" "Ready, set, go!"	Squash 
4. "This is a stunt called the 'squash'."	
5. "Can you stand up straight and fold your arms across your chest?"	Turk Stand 
6. "Can you cross your legs and sit down without losing your balance?"	
7. "Let's see if you can get up keeping your arms folded and legs crossed."	

Procedure:	Interpretation:
8. Challenge the children to stoop down and put their hands on the mat in front of their feet. "Pretend you are a mule and keep your arms straight and kick up and back with your feet."	Mule Kick 
9. Challenge the children to roll down the mats like logs.	If mats are short, arrange in long rows. To be a "log" the children should extend their arms above their heads and keep their legs straight and together.
10. Allow the children to repeat "log rolling" several times.	Log Roll
11. Challenge the children to make themselves look like an egg instead of a log.	Knees are pulled up, arms are folded as they roll sideways down the mat.
12. Let them roll down the mats like an egg.	Egg Roll 
13. Challenge the children to first do a "squash" and then log roll down the mat.	

Second and third graders: Challenge them to roll like an egg halfway down the mat and then open up into a log roll.

Evaluation: How many children were able to do the stunts? _____25% _____50% _____75% _____100% How many were able to combine the stunts? _____25% _____50% _____75% _____100%

Comments:

Lesson 32

Objective: To learn to do the forward roll.

Concept: Relationship of body shape to successful performance in rolling.

Equipment: Mats.

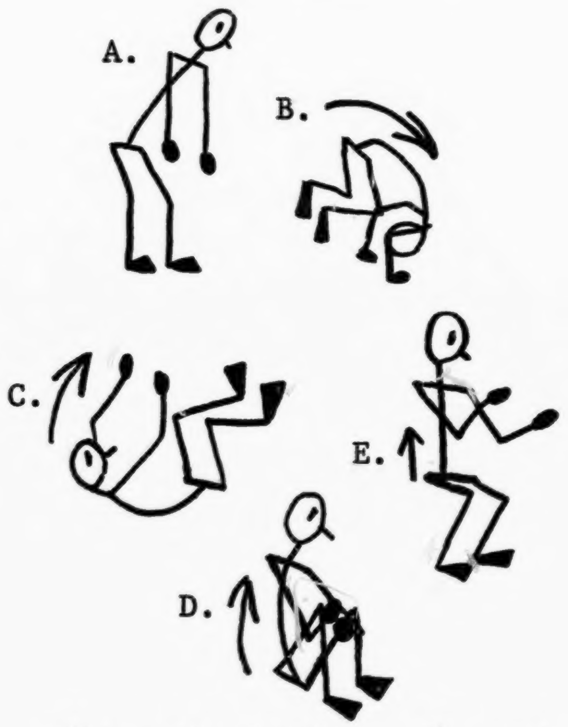
Procedure:

1. Have the class review rolling forward on the mats.
2. Challenge the children to bring their knees to their chest as they roll over, grasping their knees as they roll to their feet.
3. Inform the class that this is a forward roll.

Interpretation:

Mats should be arranged so that there is sufficient room for rolling.

Forward Roll



Place the hands on the mat, shoulder width apart, with the fingers pointed forward. The knees are between the arms. From this position, push off with the feet and rock forward on the hands. As you feel yourself falling off balance, tuck the head down between the arms with chin on chest. The weight is then shifted to the rounded back. Grasp the knees and pull yourself onto your feet.

Procedure:	Interpretation:
4. Let the children continue practicing the forward roll. Emphasize tucking the head and grasping the knees.	The teacher can help by placing one hand on the back of the child's head and the other under the thigh for a push.

Second and third graders: Challenge the children to do a series of two or three forward rolls. As they roll up to a squatting position, hands are placed ahead on the mat in position for doing another forward roll. This should be smooth and continuous. Standing is eliminated until the end of the series.

Evaluation: How many children were able to do the forward roll? _____25% _____50% _____75% _____100%

Comments:

Lesson 33

Objective: To develop the skill of passing and receiving a ball.

Concept: Passing and receiving.

Equipment: One ball for each pair of students.

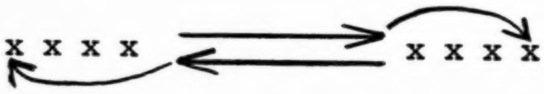
Procedure:	Interpretation:
1. Have each child find a partner and stand with them. Have one partner get a ball.	Be sure partners are standing close enough to reach each other.
2. Challenge the partners to exchange the ball several times. Explain that the objective is to transfer the ball without dropping it.	This is actually handing the ball back and forth.
3. Ask them what their eyes and hands were doing while they exchanged the ball.	In passing, the eyes will be on the hands of the receiver; the hands will be apart and fingers spread on both sides of the ball. In receiving, the eyes will be on the ball, with hands apart and fingers spread.
4. Explain the terms "pass" and "receive."	
5. Challenge the children to walk around the room passing and receiving with their partner.	Use the terms "pass" and "receive" often so that these concepts are understood by the children.
6. Challenge the children to move at specific speeds around the room passing and receiving the ball.	Example: fast, slow.
7. Challenge the children to move in specific directions and pass and receive the ball.	Forward, backward, sideward.

Procedure: **Interpretation:**

8. Have them pass and receive the ball while walking to line-up and then when all are in line continue passing the ball to the end of the line where a barrel has been placed.

Second and third graders: Combine speed and direction as they move around the room, passing and receiving the ball. Divide the class into teams of 6 to 8 children and run relays that require passing and receiving the ball. For example, forward and fast, backward and slow, sideward and slow, etc.

Shuttle Relay:



Two teams in line formation face each other at approximately ten yards apart. The first child in the opposite line hands him the ball and takes a place at the end of the line. As soon as a player receives the ball, he may run toward the player in the other line. At the end of the relay, all will be on the opposite side from where they began.

Evaluation: Can the children pass and receive the ball without dropping it? _____25% _____50% _____75% _____100% Could they pass and receive the ball while moving at various speeds and in different directions? _____25% _____50% _____75% _____100%

Comments:

Lesson 34

Objective: To learn new ways of rolling and spinning the hula hoop.

Concept: Rolling and spinning a hoop.

Equipment: One hula hoop for each child.

Procedure:	Interpretation:
1. Allow the children to get a hula hoop and find their own space.	
2. Challenge them to spin the hoop around their lower arm.	The arm should rotate in a small circle in the same direction as the hoop.
3. "Can you spin the hoop around your neck? Waist? Knees? Ankles?"	Allow plenty of time for each position.
4. "Can you hold the hoop in front of you with both hands and jump in and out of it?"	The hoop is jumped as it swings under the feet in an action similar to rope skipping.
5. Challenge the class to roll the hoop so that it comes back to them.	The hoop must be thrown underhand with a snap of the wrist, giving it backspin.
6. Have the children find partners, and have one of them put his hoop away.	
7. Partners should stand about 6 feet apart, facing each other. Challenge them to roll the hoop back and forth. Remind them to keep their eyes on the hoop.	The children may have difficulty in rolling the hoop straight and in catching it.
8. Allow the children to move further apart (two feet) and to continue rolling the hoop.	The distance should be increased for those children who are successful.

Second and third graders: Divide the class into teams of 6 to 8 children and have relays rolling the hula hoop.

Evaluation: Did the children learn new ways of rolling and spinning the hula hoop? _____25% _____50% _____75% _____100%

Comments:

Lesson 35

Objective: Rhythmic interpretation through movement.

Concept: Relationship of speed to tempo of music.

Equipment: Records of different tempos (see Appendix D), record player.

Procedure:	Interpretation:
1. Challenge the children to find different ways of moving around the open space.	
2. Encourage them to continue finding different ways to move under specific limitations of level, force, size, and speed.	Stay low and use big movements; stay high and move very fast.
3. Ask the children to listen to the record you play and to move about as the record makes them feel like moving.	Allow the children to interpret freely and creatively.
4. Change the tempo of the record and have them stay in their own space and move according to the way they feel.	
5. Limit the body parts they use.	Have them use only their arms, hands, and face.
6. Comment on how original and creative they have been and challenge them to move about the space staying very low as they move to the next record.	
7. Play a very lively record and have them move about as they listen.	

Second graders: Ask the children if the tempo of the record causes any changes in their movement. They should understand the relationship of speed of the movement to a tempo of the record.

Third graders: Ask the children if the tempo and dynamics of the record cause any changes in their movement. They should understand the relationship of the mood of the movement to the tempo and dynamics of the record.

Evaluation: What percentage of the children create movement as they interpret the records? _____25% _____50% _____75% _____100%

Comments:

Lesson 36

Objective: To learn to roll a ball with control.

Concept: Rolling and catching.

Equipment: One medium sized ball for each two students.

Procedure:	Interpretation:
1. Ask the children to find a partner and to stand facing each other about 5 feet apart.	
2. Ask them to find how many ways they can roll the ball to their partner (just using their hands).	In rolling the ball with two hands, the hands will be back of the ball and the ball will be pushed forward with both hands simultaneously. In rolling the ball with two hands from the side, the ball is held in both hands and swung back at the side. The arms swing forward and the ball is released low so that the ball rolls and does not bounce. One-handed rolls may be achieved by removing one hand on the backswing and swinging forward with only one hand.
3. Encourage the children to discover the best means of causing the ball to roll straight to the partner.	A smooth rolling ball is to be desired rather than a bouncing roll.
4. Ask them, "How can you stop a rolling ball?"	A rolling ball may be stopped or caught best by squatting in front of the ball with the knees apart and with the hands a few inches apart and cupped slightly on the ball.
5. Organize the class into small circles of 6 to 7 students and play "Roll Dodge Ball."	

Roll Dodge Ball:

Children roll ball at person in the center of the circle. When someone hits the center person, they exchange places.

Second and third graders: Have them play "Ball Relay." Arrange the class into teams, each having 6 to 8 players lined in a row.

Ball Relay:

The player at the head of each team has a ball. A line is drawn 15 to 20 feet in front of each team. The first player runs to the line, turns, and rolls the ball back to the second player. The second player must wait behind the starting line to catch the ball and then repeats the pattern of the first player. The race is over when the last player has received the ball and carries it over the forward line.

Evaluation: _____25% _____50% _____75% _____100% of the children are successful in rolling the ball with control.

Comments:

Lesson 37

Objective: To improve ball handling skills of rolling and stopping the ball through games.

Concept: Rolling and stopping.

Equipment: One playground ball for every 6 to 8 students.

Procedure: Interpretation:

1. Divide the class into small circles of 6 to 8 students.
2. Explain the game "Prisoner's Ball" and then give each circle one ball.
3. When interest begins to drop, have them play "Tunnel Ball."

Prisoner's Ball:

Children are seated in a circle. The ball is rolled or pushed across the circle. Children stop the ball coming at them and roll it back. The object of the game is to keep the ball rolling.

Tunnel Ball:

Have the students stand in their circle with their legs apart and with feet touching players on either side. The object of the game is to roll the ball out of the circle through someone's legs ("tunnel") and to stop the ball from going through one's own legs.

Second and third graders: These games may be played in larger circles and with more balls for older children if they have the ability.

Evaluation: Did the students improve their skill of rolling and stopping the ball? _____25% _____50% _____75% _____100%
Did they learn how to play the games? _____25% _____50% _____75% _____100%

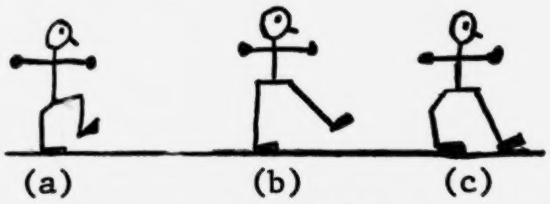
Comments:

Lesson 38

Objective: To develop skill in walking the balance beam.

Concept: Balance.

Equipment: Balance beams or 2 x 4's. See Appendix A; Number 2.

Procedure:	Interpretation:
1. Place the balance beam in position on its supports so that the 4" surface is used. Give children an opportunity to review various ways of moving on the board discovered in Lesson 13.	Use as many beams as possible so that children get as much practice as possible and can avoid waiting turns.
2. Challenge each child to walk Indian fashion (heel of forward foot is placed so that it touches the toes of the rear foot) across the beam.	
3. Challenge each child to attempt walking the beam in the following manner: a) lift one leg with the knee bent, b) straighten the lifted leg and point the toes forward, and c) step on the beam with the lifted leg, with the toes touching first then the entire foot. Repeat with other leg and continue across the beam in this manner.	Child's arms will be extended out at shoulder height, palms down; and his eyes should be focused straight ahead (may be necessary to continue using point of focus mentioned in previous lessons). 
4. Challenge the children to move down the beam, to turn, and to return without stepping off.	Suggest to the children that if the right foot is forward they should turn to the left and if the left foot is forward they should turn to the right.
5. Challenge the children to walk to the middle of the beam, to kneel on one knee, and to continue to the end.	
6. Challenge the children to walk backward on the beam.	

Second and third graders: These children may find the above activities more challenging when done on the 2" side of the balance beam.

Evaluation: _____25% _____50% _____75% _____100% of the children are successful in their performance of the activities in this lesson.

Comments:

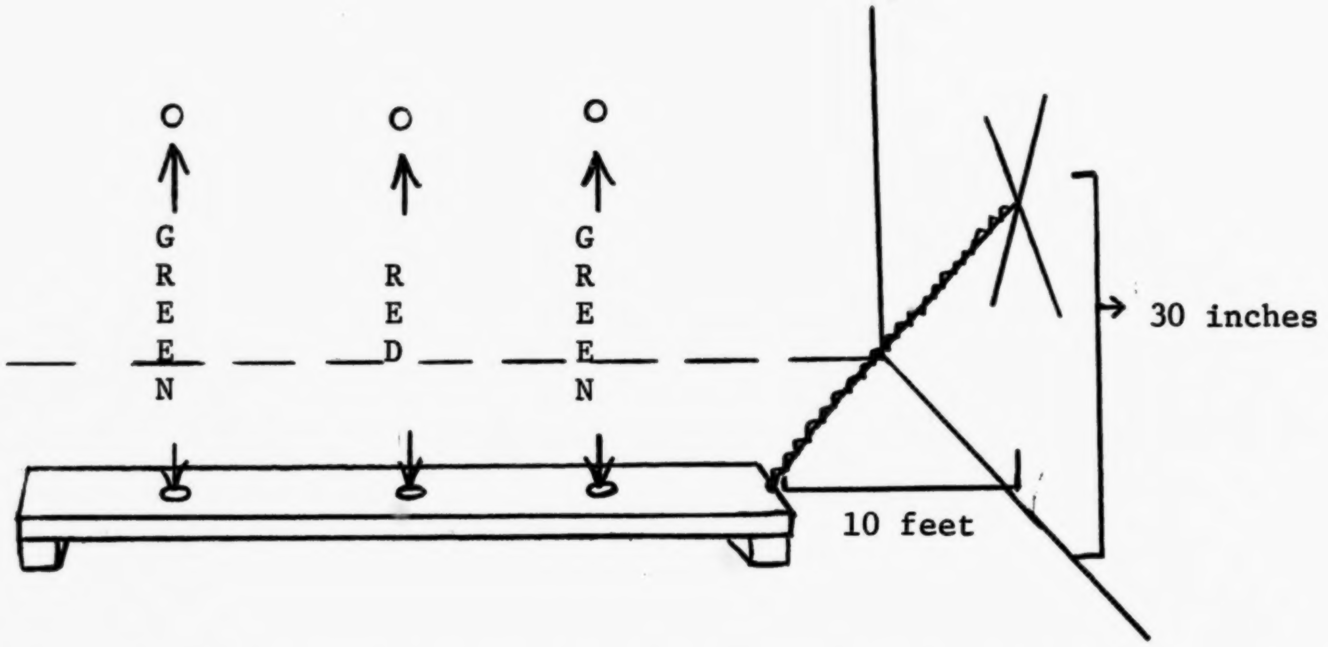
Lesson 39

Objective: To explore activities using the balance beam.

Concept: Peripheral vision.

Equipment: Balance beam or 2 x 4's. See Appendix A; Number 2.

The following diagram may be useful in setting up equipment for use with this lesson.



1. Place board in position so that the 4" surface is used.
2. Mark the center of the board with a red marking.
3. Mark the board at a quarter and three quarters of its length in green.
4. Place a large red "X" on the wall about thirty inches from the floor and ten feet from the end of the board.
5. Attach a string from the end of the board to the center of the "X".
6. Place the board an arm's distance from the side wall.
7. Place circles (at least 4 inches in diameter) on the wall about thirty inches high at points corresponding to board markings.

Procedure:	Interpretation:
1. Challenge the children to walk across the beam backward, to look at the "X", and to judge the distance to the end of the beam.	Care must be taken to make sure that those who cannot judge the distance correctly do not step off the end of the beam accidently.
2. Challenge the children to walk backward Indian fashion (toe to heel). Ask them if they can wave their arms up and down slowly, as a butterfly. Ask them if they can see their hands out of the corner of their eyes while still looking at the "X".	
3. Challenge the child to walk, using normal size steps, to the red line on the beam and stop; then to go backward to the green line, and then to go forward to the end of the beam.	Child should be looking at the "X" throughout this activity.
4. Using the peripheral targets, challenge the child to walk on the beam until he thinks he is opposite the red circle (while still looking at the "X"). Ask him to put his finger out and touch the circle then to look and see how close he is to it.	May vary this activity as in procedure no. 3 by asking him to touch the red and then the green, etc.

Second and third graders: This lesson may be more challenging for these children if the 2" surface of the beam is used. Further balance beam activities may be found in Appendix A; Number 2.

Evaluation: _____Few _____Many _____All of the children are aware of their peripheral vision and _____can _____cannot increase their skill in its use.

Comments:

Lesson 40

Objective: To explore different methods of moving (adding sliding and galloping to those already discovered).

Concept: Movement with one foot leading.

Equipment: None.

Procedure:	Interpretation:
1. Challenge the children to move about the open space without bumping anyone and to change to a different type movement when the signal to change is given. Do this several times and point out the many different types of movements used by the children.	
2. Challenge the children to move about the open space letting one side of their body lead. If one child does a good slide have him share it with the class. If not, encourage the children to move one foot to the side and then slide the other foot up to it, keeping the toes pointed straight forward at all times.	The term "slide" should be introduced to the children at this time. Sliding is a combination of two sideward, backward, or forward steps. The opening step is long and the closing step is short, and it is performed without alternating sides.
3. Challenge the children to move forward using this slide, with one foot leading and then to move backward.	
4. Challenge the children to slide about the open space and to change their lead foot and the direction of their slide on the signal to change.	
5. Have the children get a partner and, with both hands joined, slide around in a circle first in one direction then in the other. Continue adding children to the	

Procedure:	Interpretation:
circle until the entire group forms one large circle. Slide in one direction in a circle and then in the other.	
6. Challenge the children to move about the open space as quickly as possible with one foot in the lead at all times. If one child does a good gallop have him share it with the other children.	This will result in a gallop. Galloping is a combination of a step and a leap, performed as a long step and a short leap. It does not alternate sides, and the stepping leg is always in the lead. It may be performed forward, backward, or to the side.
7. Challenge the children to gallop with first one foot leading and then the other; to gallop forward and sideward.	
8. Time permitting, the lesson may be ended by allowing the children to be prancing ponies and to gallop about the open space, changing directions and their lead foot on command.	

Second and third graders: These children may complete this lesson quickly. If so, give them an opportunity to practice by playing a running game or a relay, substituting sliding and galloping for running.

Evaluation: Is difficulty encountered by changing lead foot(usually left foot)? _____yes _____no What percentage of the children are able to slide _____25% _____50% _____75% _____100%; to gallop? _____25% _____50% _____75% _____100%

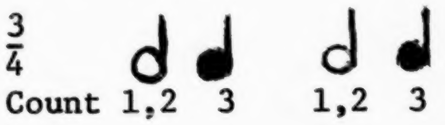
Comments:

Lesson 41

Objective: To experience rhythm through sliding.

Concept: Sliding to a rhythmic beat.

Equipment: Drum, rhythm sticks, or tambourine. See Appendix D.

Procedure:	Interpretation:
1. Ask the children to slide around the room without bumping into each other.	
2. Have them sit down and listen to the beat played by the teacher.	The teacher may use a drum, rhythm sticks, or tambourine. Beat one long and one short with the first beat strong, the second beat weaker, as in a waltz. 
3. Challenge the class to slide to the beat.	
4. Play an accompaniment and challenge them to slide (sidewards, forwards, and backwards).	Be sure to allow plenty of time for each direction.
5. Play a record or song on the piano that has a sliding rhythm, such as a waltz, and challenge the students to slide to it.	

Second and third graders: Play a record or song on the piano that has a sliding rhythm with a variant tempo. Challenge the children to adjust their sliding to this variance.

Evaluation: Were the students able to slide to the music? _____yes _____no

Comments:

Lesson 42

Objective: To learn to bounce and to catch the ball with a partner.

Concept: Bouncing and catching.

Equipment: One ball for each pair of students.

Procedure:	Interpretation:
1. Have the children choose partners and have them move around the room passing the ball back and forth without bumping anyone.	One partner should have a ball.
2. Have the partners stand facing each other about four feet apart.	Be sure that the pairs are situated so that they will not interfere with others.
3. Challenge the students to bounce the ball so their partners can catch it. Repeat several times.	
4. Ask them what they do differently when bouncing the ball to their partner than when bouncing it to themselves.	When bouncing to a partner they push at a point between their partner and themselves.
5. Have them explore bouncing the ball to their partner and to gradually move farther apart.	Expect varying degrees of success.
6. Standing about four feet apart, let the partners bounce and catch the ball to a record with a slow, steady beat.	Children will enjoy bouncing the ball to music even though they may not stay with the beat.

Second and third graders: Involve the children in a discussion of the changes they should make in bouncing to a partner who is further away. Greater force is needed because the distance is greater. The point between partners where the ball bounces is, also, further away.

Evaluation: Did they learn to bounce and catch the ball with a partner? _____25% _____50% _____75% _____100% Did the students have control while bouncing and catching to music? _____25% _____50% _____75% _____100%

Comments:

Lesson 43

Objective: To learn to bounce and catch the ball with two hands while moving.

Concept: Bouncing and catching while moving.

Equipment: One playground ball for each child.

Procedure:	Interpretation:
1. Begin the lesson by having the children move around the room without bumping each other.	Use "freeze" several times to establish control.
2. Have the children get a ball and move around the room holding it out in front of them with both hands.	
3. Challenge them to bounce and to catch the ball in their own space several times.	
4. Challenge them to move slowly around the room and to continue bouncing and catching the ball.	
5. Have them move slowly in specific directions while bouncing the ball.	The children should experience moving in a forward, backward, and side direction as they continue to bounce and catch the ball.
6. Challenge them to change their speed without losing control of the ball.	
7. Ask them if they bounce the ball differently while moving than standing still.	While moving, the ball should be pushed away from them very slightly to avoid bouncing it on their feet as they step.

Procedure:	Interpretation:
8. Have the children bounce and catch to the rhythm of music.	Bouncing to the accompaniment of the piano would probably be more successful as the tempo could be varied to the skill of the children. Records, such as Fun and Fitness (Bowmar Records, Inc.), are available for use in accompanying ball bouncing activities.

Second graders: Use faster tempo.

Third graders: The teacher should play a slow, medium, and a fast tempo to challenge their adaptability.

Evaluation: _____25% _____50% _____75% _____100% of the children are successful in bouncing and catching the ball when moving.

Comments:

Lesson 44

Objective: To explore the use of playground ball while moving.

Concept: Ball handling.

Equipment: One playground ball for each student.

Procedure:	Interpretation:
1. Have each child get a ball and find their own space. Encourage the children to handle the ball and discover ways of using it.	The first activity of the children will be to feel the playground ball.
2. Ask them, "Can you do something with your ball to make me think that it is very light? Heavy?"	
3. Challenge them to stay in their own space and do something with the ball in front, back, and side of them.	Allow plenty of time for exploration after each challenge. They may hold, balance, bounce, spin, and toss the ball.
4. Challenge them to move slowly around the room while doing something with the ball.	They may carry the ball between their knees, throw it up, catch it, bounce it, and kick it.
5. Ask them "what can you do with the ball while moving very low? High?"	They may push, carry, balance, bounce, and toss the ball with various body parts.
6. Have them move slowly around the room holding the ball high, then low.	
7. Challenge the children to use different body parts and move the ball at specific levels and in specific directions.	Levels--high, low. Directions--forward, backward, sideward.
8. Let them carry the ball to the ball box, pretending it is very heavy.	

Second graders: Divide the class into teams of 6 to 8 players. Challenge the children to use different body parts and to move the ball at specific levels in simple relays. (Use methods discovered during exploration.) With one player at a time running to a turning point and back, have them carry the ball at different levels, e.g. carry the ball between the ankles.

Third graders: Follow the procedure used for second grade. Have the children carry the ball at different levels while moving in different directions; carry the ball between the ankles while going backwards.

Evaluation: Do the children discover ways of using the ball as they move? _____25% _____50% _____75% _____100%

Comments:

Lesson 45

Objective: To explore directional movement on apparatus.

Concept: Direction of movement--forward, backward, sideward.

Equipment: Balance beams, balance boards, bouncing boards (see Appendix A; Numbers 2, 3, and 6); and mats where needed for safety.

Procedure:	**Interpretation:**
1. Divide the class into three groups in proportion to the available apparatus.	
2. Challenge the children to find many different ways of moving on the apparatus.	Be sure and allow plenty of time for exploration for each of the following tasks.
3. Ask them to find different ways to move "forward."	
4. Ask them to find different ways to move "sideways."	
5. Ask them to find different ways to move "backwards."	Caution the children to move slowly for safety.

Second and third graders: Challenge the children to change directions while moving on each piece of apparatus. Switch groups and repeat until all children have used each type of equipment.

Evaluation: Were the children able to change directions while moving on each piece of apparatus? _____yes _____no

Comments:

Lesson 46

Objective: To explore the use of different bases when moving on the apparatus.

Concept: Base of support in movement (one point, two point, three point base, etc.).

Equipment: Balance beams, balance boards, bouncing boards. See Appendix A; Numbers 2, 3, and 6.

Procedure:	Interpretation:
1. Divide the class into groups in proportion to the available apparatus.	
2. Challenge the children to move in different ways on the apparatus and be ready to freeze at any time.	Allow sufficient time for exploration on each task.
3. Watch for opportune moments to call "freeze." Point out the different points of support being used and challenge others to find different types of support.	
4. Challenge them to move using a specific base involving different points of support.	One point, two points, three points, etc.
5. Have groups change apparatus and repeat procedures no. 2 through no. 5 until each child has used all of the apparatus.	

Second and third graders: When moving on points of support challenge the children to watch other children on the balance beam and bouncing board and to discuss the difference in the four points of support on each piece.

It is easier to move on four points of support on the bouncing board because you have a wider base than on the balance beam where the base is very narrow.

Evaluation: Did the children discuss the different points of support possible on the apparatus? _____yes _____no

Comments:

Lesson 47

Objective: To explore levels of movement on apparatus.

Concept: Levels of movement--high, low, and between.

Equipment: Balance beams, balance boards, bouncing boards, and mats around apparatus where needed for safety.

Procedure:	**Interpretation**:
1. Divide the class into groups in proportion to the available apparatus.	
2. Ask the children to find different ways to move on the apparatus.	
3. Challenge the children to stay very low and to find ways to move on the equipment.	Allow sufficient time for exploration of each of the tasks.
4. Challenge the children to stay very high and to find several ways to move on the equipment.	They will move in different ways depending upon the piece of equipment they are on.
5. Ask the children to stay between high and low and to find several ways to move on the equipment.	
6. Have the groups change apparatus and repeat procedures no. 2 through no. 6 until each child has used the three pieces of equipment.	

Second and third graders: Limit the number of points of support they may use while moving at specific levels on the apparatus.

Evaluation: Did the children discover several ways to move at each level on the equipment? _____yes _____no

Comments:

Lesson 48

Objective: To combine levels and directions of movement on the apparatus.

Concept: Levels (high, low, between) and directions (forward, backward, sideward).

Equipment: Balance beams, balance boards, bouncing boards, and mats where needed for safety.

Procedure:	Interpretation:
1. Divide the class into groups in proportion to the available apparatus.	
2. Ask the children to find different ways to move on the apparatus.	Allow sufficient time for exploration of each of the tasks in this lesson.
3. Challenge the children to move at specific combinations of directions and levels.	Stay low and move backward, stay high and move sideward.
4. Challenge them to find several ways of moving at each combination.	They will move in different ways depending upon the piece of equipment they are on.
5. Have the groups change apparatus and repeat procedures no. 2 through no. 4 until each child has used all of the apparatus.	

Third graders: Combine force with levels and direction. For example, "Can you move sidewards lightly, staying very low."

Evaluation: Were the children able to move using different combinations of levels and directions? _____yes _____no

Comments:

Lesson 49

Objective: To explore forces of movement on apparatus.

Concept: Force (heavy, light).

Equipment: Balance beams, balance boards, bouncing boards.

Procedure:	Interpretation:
1. Divide the class into groups in proportion to the available apparatus.	
2. Ask the children to explore different types of movement on the apparatus.	Allow sufficient time for exploration at each task.
3. Challenge children to find several ways of moving very light on the apparatus.	They will move in different ways depending upon the piece of equipment they are on.
4. Challenge the children to move very heavy on the apparatus in several different ways.	Same as procedure no. 3.
5. Ask them to move as though they were certain objects (feather, bird, elephant, gorilla, robot, fly, etc.). Have them tell you whether they are moving heavy or light.	They will probably volunteer to demonstrate additional objects.
6. Have the group change apparatus and repeat procedures no. 2 through no. 5 until each child has used the three pieces of equipment.	

Second and third graders: Add specific levels and directions to the force. (Move forward very light, move low very heavy, move sidewards very light.)

Evaluation: What percentage of the children recognize the difference between light and heavy movement? _____25% _____50% _____75% _____100%

Comments:

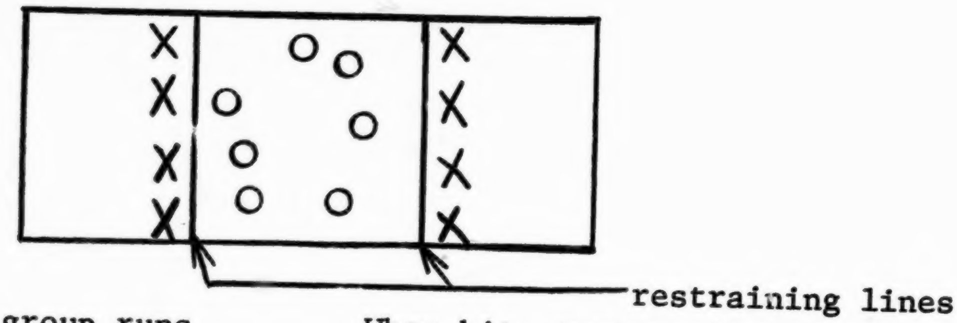
Lesson 50

Objective: To learn to throw a ball at a moving target.

Concept: Throwing ahead of the target or leading the target.

Equipment: One playground ball for 2/3 of the class.

Procedure:	Interpretation:
1. Divide the class into three groups and arrange as shown in the diagram. One ball should be given to each thrower.	Before beginning, have children remove watches, glasses, etc. Instruct children not to throw at the head.



Procedure:	Interpretation:
2. While the center group runs around the designated space, the side groups should throw their balls at the "moving targets."	When hit, targets just continue running. Throwers stay on their own side and pick up stray balls.
3. Switch group in center about every 3 to 4 minutes.	
4. After all three groups have been in the center, have the students sit down and discuss hitting a moving target.	Throwers should aim for a point ahead of the runner, which depends upon his speed.
5. Repeat procedures no. 2 and no. 3 reminding them to think about throwing ahead of the runner.	

Second and third graders: The restraining line for the throwers should be moved further apart in direct correlation to the strength and accuracy of the children.

Evaluation: _____25% _____50% _____75% _____100% of the children exhibited the ability to throw at a moving target.

Comments:

Lesson 51

Objective: To improve ball handling skills of rolling, throwing, catching, and dodging.

Concept: Rolling, throwing, catching, and dodging.

Equipment: One playground ball for every 6 to 8 students.

Procedure:	**Interpretation:**
1. Divide the class into small circles of 6 to 8 students.	
2. Explain the game "Roll Dodge Ball" and then give each circle one ball.	
3. After five or ten minutes introduce the game "Simple Dodge Ball."	

Roll Dodge Ball:

Players in the outside circle try to roll the ball and hit a player in the center who is "it." When the center player is hit, the person who hit him exchanges places.

Simple Dodge Ball:

Players in the outside circle try to throw the ball and hit the center player. Caution them to hit "it" below the shoulders. Whoever hits "it" replaces him in the circle.

Second and third graders: The size of the circles may be increased. Also, more players may be allowed in the center to make the game more complicated and challenging for this age level.

Evaluation: Did the students improve their skills of rolling, throwing, catching, and dodging? _____25% _____50% _____75% _____100%
Did they learn how to play the games? _____25% _____50% _____75% _____100%

Comments:

Lesson 52

Objective: To explore movements involving stretch, curl, and twist.

Concept: Variety and tempo of the movements mentioned above.

Equipment: Pictures from Appendix B, individual mats.

Procedure:	Interpretation:
1. Begin the lesson with each child in his own space standing by his individual mat.	Remove the pictures from Appendix B; Numbers 1, 2, 3, 4, and 5 for use in this lesson.
2. Warm-up with a review of the laterality and directionality activities. See Lesson 5.	
3. Inform the children that today they will be asked to react to a picture. They are to look at the picture and respond with their bodies in a similar manner to the action drawn. Ask the children to identify, by name, the action depicted. You should evolve with the term "twist."	Show the children the picture of the twisted towel and encourage the children to explore the many ways the body can perform this same activity.
4. "How many ways can you twist your body? Body parts? Standing? Lying on your mat?"	Allow ample time for exploration and creativity. Allow various children to show their movements which accent the idea of twist.
5. Repeat procedures no. 3 and no. 4 with the pictures of "stretch" and "curl."	
6. "I notice that some of you move slow and some move fast when you are stretching, curling, and twisting." Show the child the picture of the turtle. "How would Mr. Turtle stretch? Fast or slow?"	The temporal (speed) dimension of movement is introduced to the children in this activity. Moving slowly is an individual response and the speed will vary greatly among children but the most important objective is that

Procedure:	**Interpretation:**
	the children vary their normal speed in favor of a slower one.
7. Encourage the children to experience curling and twisting slowly.	
8. Repeat procedures no. 6 and no. 7 using the picture of Mr. Rabbit so that the children can respond with quick movements.	Again the rate at which children move will vary greatly but the desired response is one more rapid than normal.
9. Ask the children to react to a combination of pictures by holding one picture in each hand as follows: a) Mr. Rabbit and stretch b) Mr. Turtle and twist c) Mr. Rabbit and curl	Check the reactions of the children as to speed and action in response to the pictures shown.

Second and third graders: The older children may respond more rapidly and will enjoy more activity in procedure no. 9, in which all of the combinations are shown quickly in a sequence, e.g. Rabbit Twist, Turtle Curl, and Turtle Stretch.

Evaluation: Do _____few _____many _____all of the children exhibit a knowledge of stretch, curl, and twist as it applied to human movement? Is any difficulty encountered in the speed of movement?

Comments:

Lesson 53

Objective: Strong and light movements involving stretch, curl, and twist.

Concept: Force involving the movements mentioned above.

Equipment: Pictures from Appendix B, individual mats.

Procedure:	Interpretation:
1. Begin the lesson with each child in his own space standing by his individual mat.	
2. Review the activities of the previous lesson involving stretch, curl, and twist in a fast and slow manner.	
3. Show the illustration of the muscular rabbit (see Appendix B; Number 6) and ask how this rabbit would stretch. "Does he use strong or light movements when he stretches?"	The element of force as it is used in movement will be introduced by showing a fast, forceful rabbit who would perform a stretching action accordingly.
4. Repeat the above activity with curl and twist actions.	
5. Show the illustration of the light rabbit (see Appendix B; Number 7) and ask how he would stretch. "Does he use strong or light movements when he stretches?"	The emphasis is placed on lightness of movement rather than a weakness of a movement in order to illustrate degrees of force rather than lack of force.
6. Repeat the above activity with curl and twist.	
7. Using the pictures of a strong and light turtle (see Appendix B; Numbers 8 and 9) repeat the same procedure with slow, light movements.	

Procedure: Interpretation:

8. Combine the pictures in a review as in the preceeding lesson, for example:
   a) strong rabbit stretch
   b) light turtle curl

Second and third graders: Combine the pictures quickly so that the children are required to react to a rapid display of pictures, e.g. Strong rabbit twist, slow turtle curl, and strong rabbit stretch.

Evaluation: Is the concept of force established as a result of this lesson as displayed in the last procedure? _____yes _____no
If no, explain ____

Comments:

Lesson 54

Objective: Application of force, speed, and quality of movement.

Concept: Stretch, curl, twist, fast, slow, strong, and light (other movements from previous lessons are also included).

Equipment: Sheets from Appendix B, individual mats.

Procedure:	Interpretation:
1. Begin the lesson with each child in his own space standing by his mat. Review activities of previous lesson.	Clip the individual instruction sheets (see Appendix B; Number 10, cue cards) into separate cards so that there is one for each space.
2. Distribute the individual instructions to each child and encourage them to do as they interpret the words. Upon completion of their card have them slide it partially under their mat and exchange spaces and mats with another child.	Once the children have reacted to the instructions of their card they should move quickly to another mat and resume work. Placing it under the edge should keep the instructions secure.
3. Ideally the children will experience the range of movements asked for in each of the spaces during the course of the lesson. This lesson should be repeated over the next few days.	This lesson may be used over the next few days to develop a full knowledge of the requirements in each space.

Second and third graders: The older children may be capable of writing their own sequence of movements (cue cards). If each child develops one card, another set of movement cards may be initiated for the entire class.

Evaluation: By becoming acquainted with the requirements in movement of a particular space the teacher can evaluate the quality of movement of each child as he passes through this space. _____25% _____50% _____75% _____100% of the children were successful in reading and fulfilling the movements.

Comments:

Lesson 55

Objective: To learn to kick a playground ball.

Concept: The proper placement of the foot in getting the ball airborne.

Equipment: One playground ball for each child.

Procedure:	Interpretation:
1. Let the children select partners and spread out about 10' apart.	A large area, preferably fenced, is recommended.
2. Give each pair a ball and challenge them to kick the ball to each other making it go straight along the ground.	The receiving partner may use his hands in catching the ball and will probably have to chase it.
3. Ask them what part of the foot they use and where it strikes the ball.	They should use their toe in kicking the center of the ball.
4. Challenge the children to kick the ball in the center with the toe. Let the partner practice kicking several times.	
5. Challenge the children to kick under the ball with their toe. Let the partners practice kicking several times.	
6. Allow them to spread out and practice longer kicks.	

Second and third graders: Challenge them to kick the ball to their partner making it leave the ground.

Ask them where they kicked the ball to make it go into the air and what part of the foot they used.

They should use their toe and kick under the ball.

Evaluation: How many children succeeded in kicking the ball?
_____25% _____50% _____75% _____100%

Comments:

Lesson 56

Objective: To have the students create a game using ball handling skills.

Concept: Understanding the purpose of rules in game type activities.

Equipment: One ball for every four or five students.

Procedure:	Interpretation:
1. Divide the class into groups of four or five, designate an area, and give one ball to each group.	Try to have a leader-type child in each group.
2. Challenge each group to make up a new game using the ball.	Remind them of the ball skills they have practiced if they need help.
3. Before the period is over let each group show their new game. If time permits, allow groups to play some of the other games.	

Second and third graders: For older children the teacher may want to specify certain skills to be included in these games. For example, challenge them to create games that require bouncing and catching, passing and receiving, etc.

Evaluation: Did the students create new games using ball handling skills? _____yes _____no

Comments:

Lesson 57

Objective: To develop foot control of the ball, using the soccer dribble.

Concept: Striking the ball with the side of the foot, soccer style.

Equipment: One playground ball for each child.

Procedure:	**Interpretation**:
1. Have each child get a ball and find his own space.	
2. Let them explore their space with the ball in both hands.	Top, bottom, face, aft, sides.
3. Challenge the children to place the ball on the floor and without using their hands, to move the ball around on the floor in their space, being sure not to leave their space.	
4. Designate a certain point. "Can you move your ball using only your feet to that point and return?" Let them make several trips and encourage them to try different techniques.	
5. Ask them what part of the foot they use to control the ball.	They should use the side of the foot.
6. Ask them what part of the ball they should kick to control it.	They should kick the side of the ball.
7. Challenge the children to control the ball with their feet while moving around the area.	

Second and third graders: Challenge the children to control the ball with their feet while moving around the area at specific speeds.

Evaluation: How many children were able to kick the ball with control?
_____25% _____50% _____75% _____100%

Comments:

Lesson 58

Objective: To improve the skill of kicking.

Concept: Applying kicking skill in game situations.

Equipment: One playground ball for every 8 to 10 children.

Procedure:	Interpretation:
1. Arrange the class in circles of 8 to 10 children and give each circle a ball.	
2. Explain and let them play the game, "Circle Kick."	
3. During the game, ask the children what techniques they have learned can be used in this game.	

Circle Kick:

A ball is rolled into the circle and is kept in motion by players kicking the ball.

Second and third graders: After a few minutes, older children may wish to play the game, "Circle Soccer."

Circle Soccer:

Draw a line across the middle of the circle and challenge each half to kick the ball through the other half. One point is scored for the side kicking the ball through. The ball may not be touched by the hands. A game ends when so many points are scored or whoever is ahead at the end of the lesson.

Evaluation: Did the children improve their kicking skills? _____25% _____50% _____75% _____100%

Comments:

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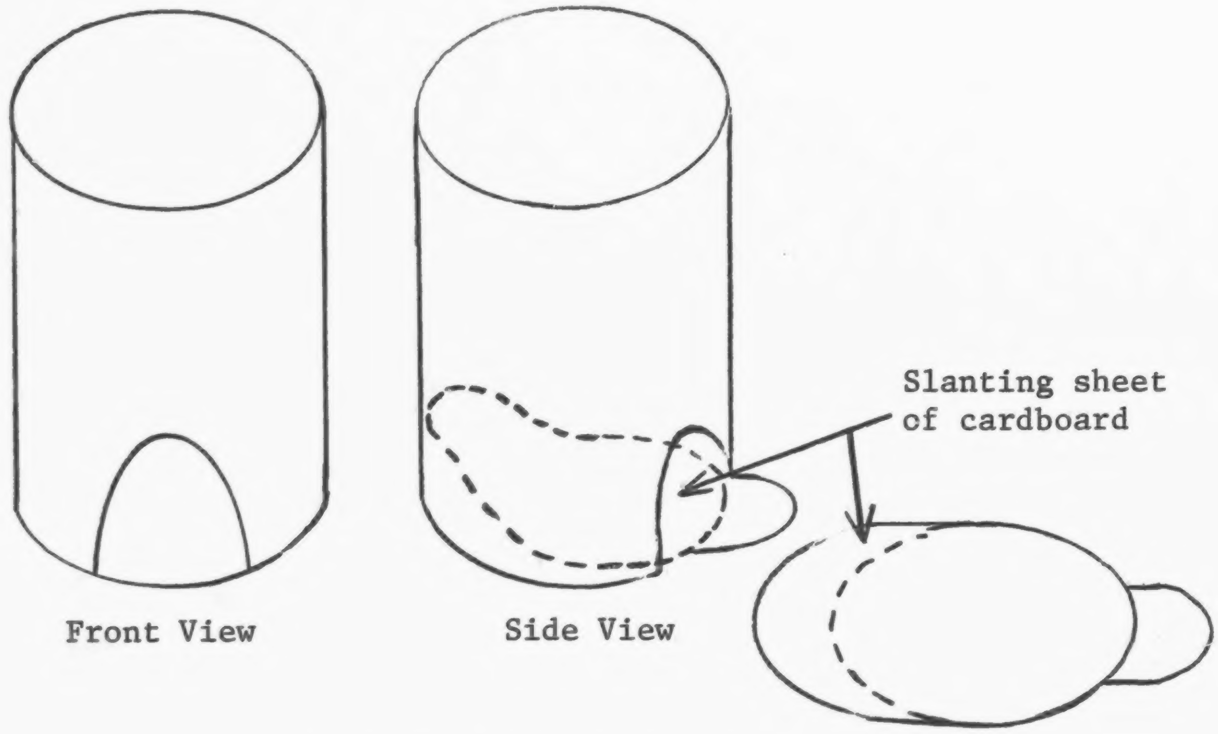
Appendix A

1. Ball Barrel Target
2. Balance Beam
3. Balance Board
4. Yarn Ball
5. Bean Bag
6. Bouncing Board
7. Hula Hoops

BALL BARREL TARGET



Materials Needed per Barrel

1. Corrugated barrel (floor cleaning compound and soap powder barrels).
2. Cut arch in barrel to allow passage of largest ball used.
3. Insert cardboard into bottom of barrel with sufficient slant to cause ball to roll out.
4. Paint face of barrel to make attractive target.

Uses:

1. To develop distance perceptions.
2. Plastic, yarn, and playground ball may be used to throw at the target.
3. Children should use the target initially in free exploration. Note how some children begin quite close to the barrel by dropping the ball in, and gradually increase the distance; whereas, some children begin at quite a distance with their first throw.
4. When the slanting sheet of cardboard is removed the barrel becomes a crawling tunnel.

BALANCE BEAM

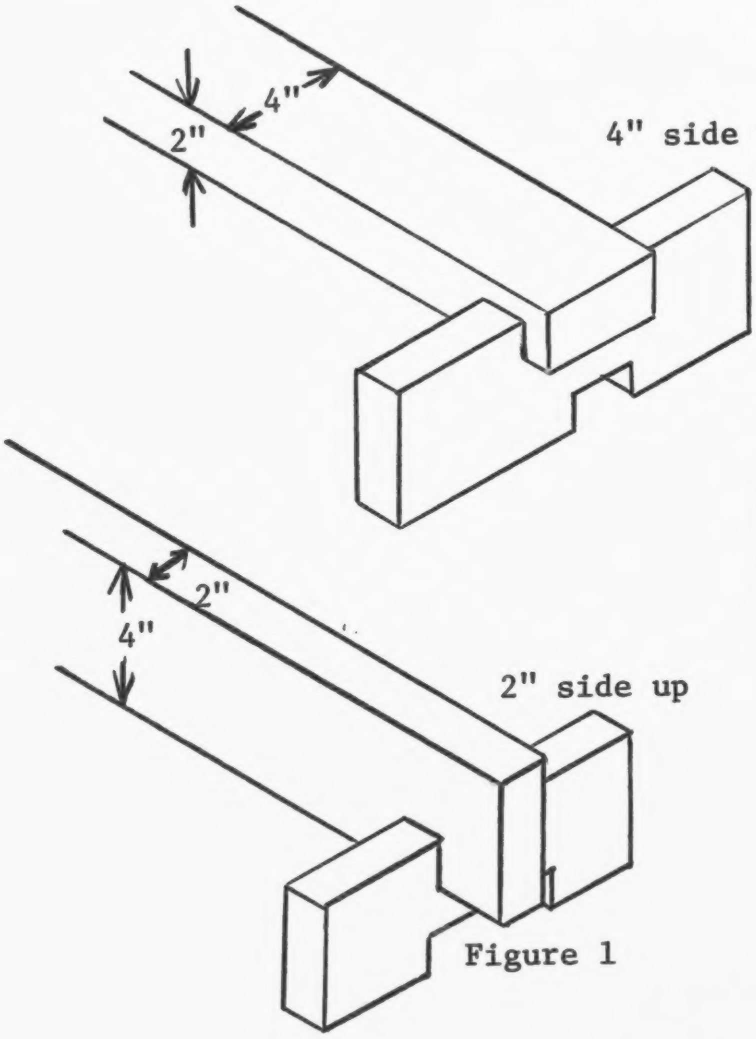


Figure 1

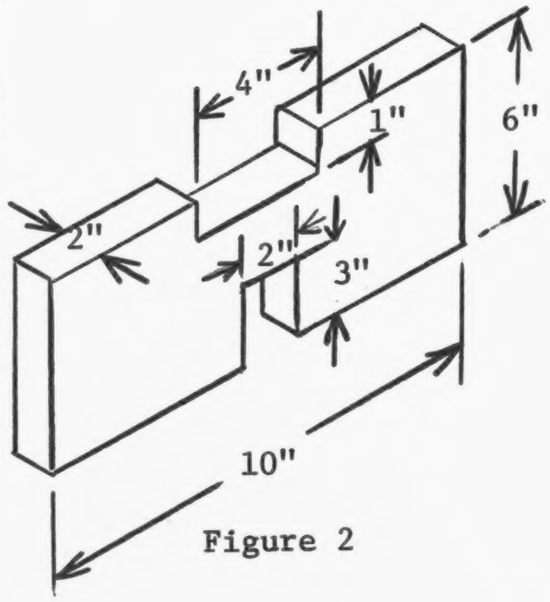


Figure 2

Material Needed per Balance Beam

1. One 2" X 4" board 8' to 12' in length.
2. Two blocks 6" X 10" X 2" with brackets for fitting beam. (See Figure 2.)

Activities:

1. With small steps walk across beam, arms out to side, head held high.
2. With small steps walk backward across beam, head held high.
3. Balance on beam in sidewise position. Move across beam by sliding one foot up to the other.

4. Balance on beam in sidewise position. Step to the side with one foot. Cross the other foot over this foot. Proceed to cross the beam in this manner.

5. Walk forward to the middle of the beam, do a pivot turn, and walk backward to opposite side.

6. Walk forward to the middle of the beam, do a pivot turn, and walk forward to starting place.

7. Walk to center of beam, then turn, and continue sideward right.

8. Walk forward with left foot always in front of the right; walk forward with right always in front of left.

9. Walk backward with left foot always in front of the right; walk backward with right foot always in front of the left.

10. Walk forward with hands on hips; return backward with hands on hips.

11. Walk forward and pick up a blackboard eraser from the middle of the beam.

12. Walk forward to center of beam, kneel on one knee, rise, and continue to end of beam.

13. Walk forward and backward with eraser balanced on top of head.

14. Place eraser at center of beam, walk to center, place eraser on top of head, continue to end of beam.

15. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over wand.

16. Walk backward and step over wand.

17. Hold wand at height of 3 feet. Walk forward and backward under the wand.

18. Walk forward with eraser balanced on top of head.

19. Walk forward, arms held sideward, palms up, with an eraser on palm of each hand.

20. Walk forward, arms held sideward, palms down, with an eraser on back of each hand.

21. Balance on beam with hands and feet. Move across by always moving first hand and foot that are behind.

22. Walk across beam while partner throws a ball or bean bag to you to catch and throw.

23. Walk to center of beam. With one foot in front of the other, rise up on both feet and pivot around so as to face in other direction.

Directions for Teachers

1. Always have children work in tennis shoes or barefooted when using the Balance Beam.

2. One child at a time uses the board.

3. When performing each activity, the child:
   a. Steps onto the board so that all of each foot makes contact as he progresses across the board--toes should be straight ahead. Turning the foot inward or outward may cause a child to slip of the board.
   b. Extends both arms to sides, shoulder-height, palms down. This aids balancing.
   c. Keeps his eyes on a predetermined focal point, "X", straight ahead.
   d. Completes his turn across the board and steps off the end in orderly fashion. Never encourage jumping off the beam whether at the end or sides. Carelessness may cause a child to fall.

4. Exercises on the Balance Beam can make an excellent contribution to the physical education program by developing poise, a sense of balance, strength, flexibility, agility, timing, and confidence in children.

5. All exercises should be done correctly and with good body control. Praise a well-done exercise and show disapproval of an exercise which is done in a hurry or in a careless manner. Body control is expressed by the exercise that is performed smoothly and slowly.

Activities Using the Balance Beam

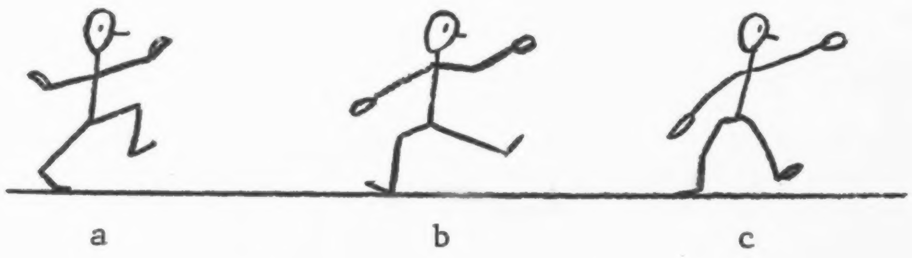
1. Child mounts the beam, extends arms out at shoulder height, palms down. Two children walk on the floor (one each side of the board) supporting the palms of the child on the board. Stress keeping arms out and eyes focused on balloon. As child walks, stress having toe touch first and then the entire foot.

2. Same as 1, but only one child walks alongside the beam.

3. Same as 1, this time child walks with no helpers.

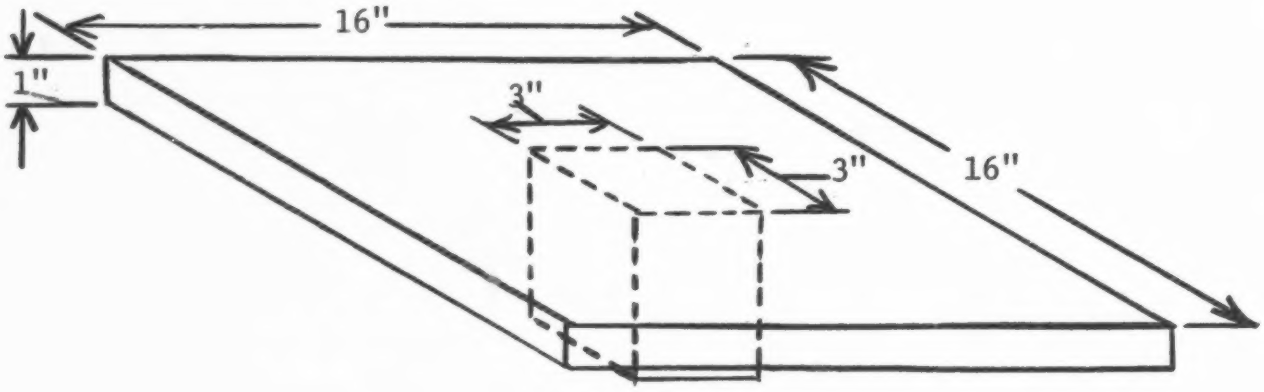
4. Child walks Indian Fashion (heel of the forward foot is placed so that it touches the toe of the rear foot) as he progresses across the beam.

5. Child mounts the beam, arms are extended out at shoulder height, palms down, eyes focused on object. Child a) lifts the left leg with bent knee; b) extends left leg as he points the toe forward; c) steps on beam with left foot (stress having toe touch first and then the entire foot). Repeat with right foot and continue across the beam.



6. Child mounts the beam and walks about half-way across, stops in a stride position. Placing weight on the balls of the foot, he turns to proceed walking in the opposite direction. (It will take some children several times to complete this turn successfully.)

BALANCE BOARD



Material Needed per Board

1. A square board 16" X 16", one inch in thickness.
2. A wooden post 3" square with hole in center.
3. A stove bolt to attach post to board. (Bolt should be counter-sunk into bottom of post to achieve smoothness.)
4. For best results several strips of non-slip tape should be placed on top of board.

With this device, we can pinpoint the center of gravity of the child's body and, through requiring him to maintain both fore-and-aft and left-to-right balance, we can offer him a more dynamic problem than in the case of the walking board. It will be desirable to develop skill on the walking board first before going on to the balance board.

The balance board is a square platform sixteen by sixteen inches. Underneath and in the middle of the board can be placed any of three posts: three inches in height, four inches in height or five inches in height.

Balancing

a. Begin with the largest post and, when he can balance without difficulty change to the middle post, and so on to the smallest post.

Balance Board (continued)

b. If the child has difficulty, pin up a picture or other visual target at his eye level and several feet in front of him. Ask him to keep looking at the picture while balancing on the board. The task is easier if the eyes are held still.

c. Encourage the child to rock back and forth in the right-left direction and in the fore-aft direction.

d. Let him experience a shift of weight and of the center of gravity and observe how such shifts are accomplished and controlled.

Bouncing

a. Let the child bounce a large rubber ball on the floor in front of him while on the board and catch it. A beach ball will suffice to begin with. Progress to a ball the size of a tennis ball.

b. Bounce and catch the ball with both hands, then with the right hand, then with the left.

Throwing

a. Have child throw objects at a target (bean bag, ring toes, etc.).

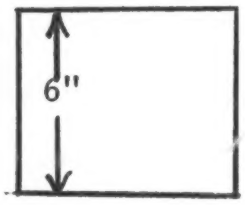
b. Suspend a ball by a string from the ceiling so that it swings in front of him like a pendulum about arm's reach away. Ask him to strike out and touch it with his finger.

Simple Calesthenics

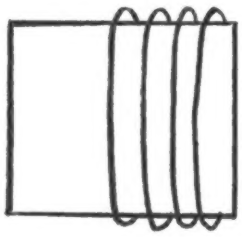
a. Ask the child to touch his shoulders, hips, knees, ankles, toes.

b. Cross identification can be aided by commands such as "Touch your left knee with your right hand." Combining maintenance of balance with movements of identification helps to create body image.

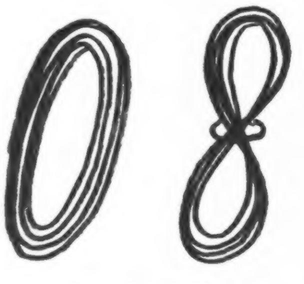
YARN BALL



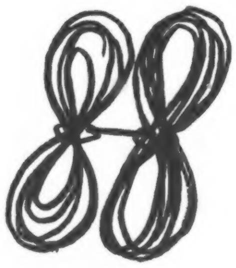
cardboard



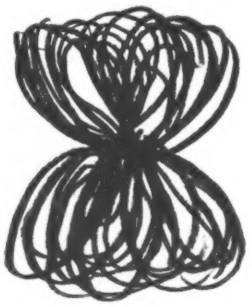
wrap yarn 20 times



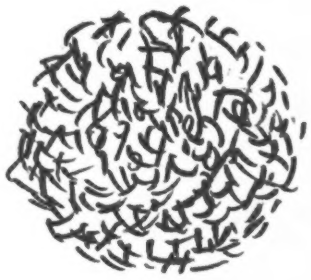
tie bundles



tie two bundles



combine all bundles
and tie



clip ends and shape

Materials Needed per Yarn Ball

1. 6" piece of cardboard.
2. 1 skein of rug yarn (approx. 70¢ per skein).
3. 1 ball of cotton string (butcher cord 20¢).
4. Wrap the yarn 20 times around cardboard as indicated above. One skein should produce 22 small bundles.
5. Pair bundles yielding 11 bundles.
6. Combine bundles and tie well to produce yarn ball.
7. Clip ends of yarn and shape the ball with scissors.

Activities

I. Exploration of ball skills

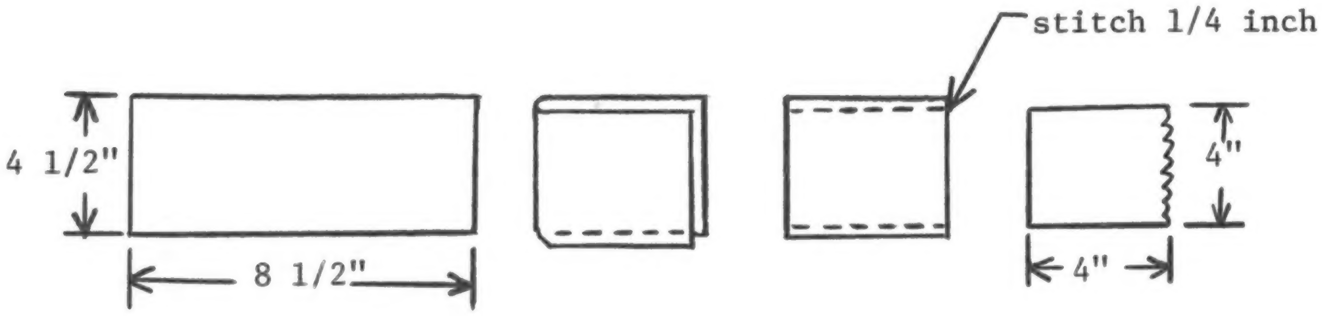
1. Can you throw the ball in the air and catch it when it comes down?

2. Can you throw the ball up and catch it with one hand? Two hands?
3. Can you throw the ball up with one hand? Two hands? Overhand? Underhand?
4. Can you throw the ball to your partner underhanded? Overhanded?
5. Can you catch a ball thrown high? Low?
6. Can you hit a target throwing the ball overhanded? Underhanded?

II. Use of yarn balls for games

Yarn balls may be substituted for other types of balls in many of the games played by young children.

BEAN BAG



Materials Needed per Bean Bag

1. Cut material 8 1/2" long by 4 1/2" wide.
2. Put two outsides together and stitch across two sides. Turn cloth right side out so that seams are inside.
3. Put two cups of corn or beans into each bag.
4. Fold 1/4" in and stitch.

Activities

I. Exploration of ball skills

   1. Can you throw the bean bag in the air and catch it when it comes down?
   2. Can you throw the bean bag up and catch it with one hand? With two hands?
   3. Can you throw the bean bag up with one hand? With two hands? Overhand? Underhand?
   4. Can you throw the bean bag to your partner underhanded? Overhanded?
   5. Can you catch a bean bag thrown high? Low?
   6. Can you hit a target throwing the bean bag overhanded? Underhanded?

II. Exploration of movement and body parts

1. Can you move around the open space with the bean bag on your shoulder? Leg? Arm? Back? Foot? Hand?
2. Use the bean bags for bases and everytime you come to a bean bag move in a different way.

III. Use of bean bags for games

1. Bean bags may be substituted for balls in many of the games played by young children.
2. Games using bean bags:

HIT THE BUCKET

Each child, in turn, tries to toss a bean bag into a basket (or other target) from a position outside of a circle, using any type throw. When he is successful, he scores 1 point. Child in the center is retriever; he gets bag and passes it to the next player. After all players have had an equal number of turns, child with highest score is winner. If teams are playing against each other, the team with most points at end of a given time period is winner.

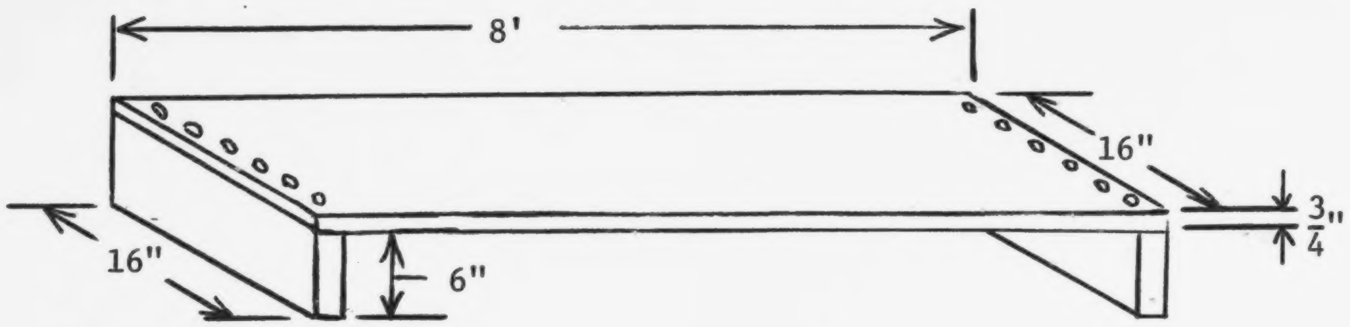
BEAN BAG THROW FOR DISTANCE

Six to eight children line up on throwing line. On signal, "Throw!" each throws his bean bag as far as he can into the field, then runs and stands beside his own bean bag. Then another group line up and throw and this continues until all have thrown. If a bean bag hits a player in the field, it stays where it drops. Winner is player who threw farthest.

OVER THE LINE

A throwing box is drawn on the field. A line is drawn 20 to 30 feet from the box. One child is "IT" and stands in the field back of the line. Other children, each holding a bean bag, wait by the throwing box. Each child in turn, steps into the throwing box and, using an overhand throw, throws his bean bag across the line as far as he can. Any bean bags that do not go over the line are "dead." "IT" tries to catch all bean bags that go over the line before they hit the ground. Those he catches are also "dead." If "IT" can catch all the bean bags thrown over the line, he is "IT" again. Otherwise, the player who throws an uncaught bean bag farthest over the line is the new "IT."

BOUNCING BOARD



Material Needed per Board

1. One strip of 3/4" plywood, eight foot long and 16" wide (from one sheet of 4' X 8' sheeting plywood 3 boards may be constructed).

2. Two blocks 2" X 6" X 16" to attach to the ends of the plywood.

3. One dozen 2"-3" screws for fastening the two blocks to the ends of the plywood.

4. Several strips of non-slip tape (place lengthwise on the top of the plywood).

5. Place the two 2 X 6's at the ends of the plywood and attach so that the plywood is six inches off of the ground to allow more bounce.

Activities

I. Exploration of movement concepts

   1. Can you stand in the middle of the board and bounce on both feet? One foot? Alternate feet?

   2. Can you begin at one end of the board and bounce to the other end on both feet? One foot? Alternate feet?

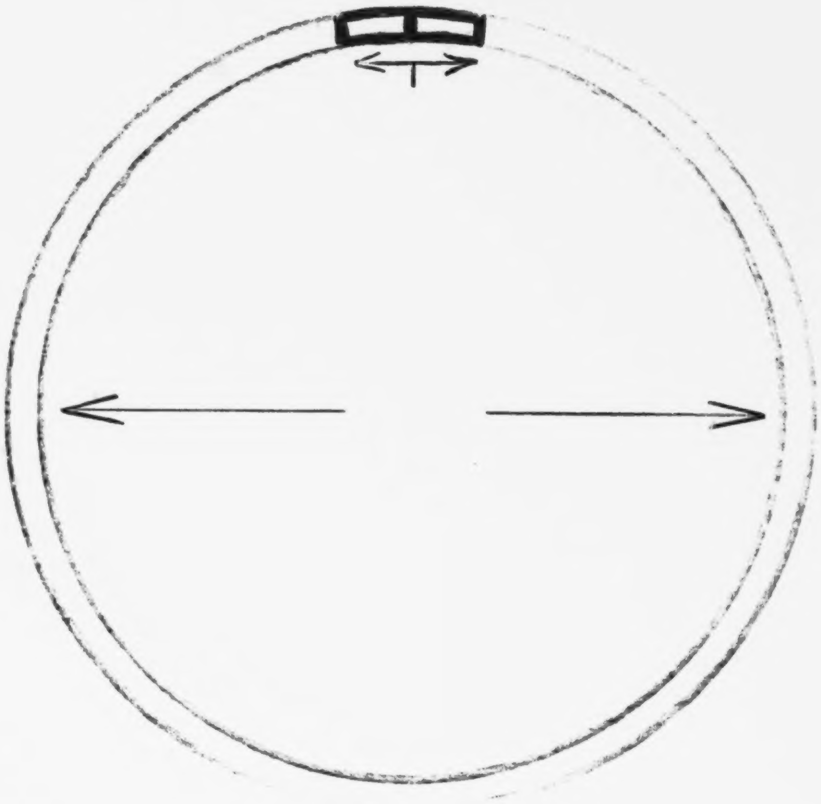
   3. Can you bounce in the center with your arms extended? Held overhead? At your side?

   4. Can you bounce on the board staying very low? High?

   5. Can you bounce on the board with heavy bounces? Light bounces?

6. Can you bounce high? Low?
7. Can you bounce taking very large bounces? Very small bounces?
8. Can you bounce in the center on one base of support? Two bases? Three bases? Four bases?
9. Can you jump up and do a quarter turn? Half turn?
10. Can you bounce on the board and catch a ball? Bounce a ball? Throw a ball?

HULA HOOPS



Materials Needed per Hoop

1. One 7' 10" 1/2 inch plastic water pipe (commonly called well pipe) 5¢ per foot at local hardware store.

2. One 3" section of 1/2" wooden dowel, 7¢ per foot at local hardware store.

3. Insert half of wooden dowel into one end of hose and connect. Produces a 30" diameter hula hoop for 45¢.

4. The plastic hose can be purchased in 400' sections. For a class of 30 children, 235' of plastic hose @ 5¢ = $11.78, and 8' of wooden dowel @ 7¢ = 56¢ will yield 30 hula hoops at a cost of $12.34.

Activities

I. Basic Exploration With Hoop

1. Can you reach down and pick up the hoop without bending your knees?

2. How high up can you stretch with the hoop held in both hands?

3. Can you hold hoop above your head, and drop it so that it hits the ground without touching your body?

4. Can you balance your weight on one foot within your hoop, and lean forward from the waist?

5. Can you spin the hoop, and keep it going?

6. Can you spin the hoop, and go in and out of it without touching the the hoop?

7. Can you roll it forward, and keep it moving?

8. Can you jump in and out of the hoop while holding it on end?

9. Can you use the hoop like a jump rope?

10. Can you exchange hoops with a partner by rolling them back and forth?

II. Use of Hoop to Identify Body Parts and Develop Hoop Motion Skills

(Child work in confined space of selected "home" area)

1. Students are asked to move hoop around:
    - (a) arm
    - (b) wrist
    - (c) elbow
    - (d) neck
    - (e) waist
    - (f) leg
    - (g) knees
    - (h) ankle

2. Students attempt to move hoop from one part of body to another.

   Examples: (a) Down--neck to knees, and waist to ankles, etc.
   (b) Up--hips to shoulders, and knees to neck, etc.

3. Students use concept of force and change in levels (posture) using above motion skills.

   Examples: (a) How fast can you make the hoop go?
   (b) How slow can you make the hoop go?
   (c) Can you go from fast to slow and slow to fast?

(d) How low can you move with your body, and still keep the hoop moving? (Lowest would be to lie on back and move hoop around arm.

4. Students use hoop motion skills in moving through space.

Examples: (a) Use above skills while moving fast or slow, etc.
(b) Create patterns singly, and with partners.

III. Use of Hoops for Games

1. Hula Hoop Tag

(Have definite boundaries and have hoops placed within the boundary lines. Use about 1/4 as many hoops as there are students.)

(a) One or two students are "It" (chasers) and they attempt to tag other students with a one hand above the waist tag, or they can hold a ball and tag players with the ball.

(b) A player cannot be tagged while standing with both feet inside of a hoop, but only one player can be in a hoop at one time. When one player enters a hoop, any other player in that hoop must leave.

(c) A player cannot stand for over 10 seconds in a hoop.

(d) Players tagged become "poison", and must freeze where tagged. They can tag other players who come within their reach. However, they cannot move their feet.

(e) "It" cannot enter or run through the hoops. Players cannot run out of bounds. Penalty: freeze at spot of leaving court.

(f) Last player or last 2 players caught are winners, and become new chasers.

2. Musical Hula Hoops

(Played like musical chairs only hoops are used. Hoops can be placed in large circle formation, or scattered about inside boundary lines of a multi-purpose court on the playground.)

(a) Music is played and students march around hoops if placed in a circle, or they march around boundary lines of all purpose court if hoops are placed inside of court.

(b) When music stops or on a signal (whistle), all players attempt to get inside a hoop. One player to a hoop.

Appendix B

1. Twist
2. Stretch
3. Curl
4. Turtle
5. Rabbit
6. Strong Rabbit
7. Light Rabbit
8. Strong Turtle
9. Light Turtle
10. Cue Cards

Figure 1

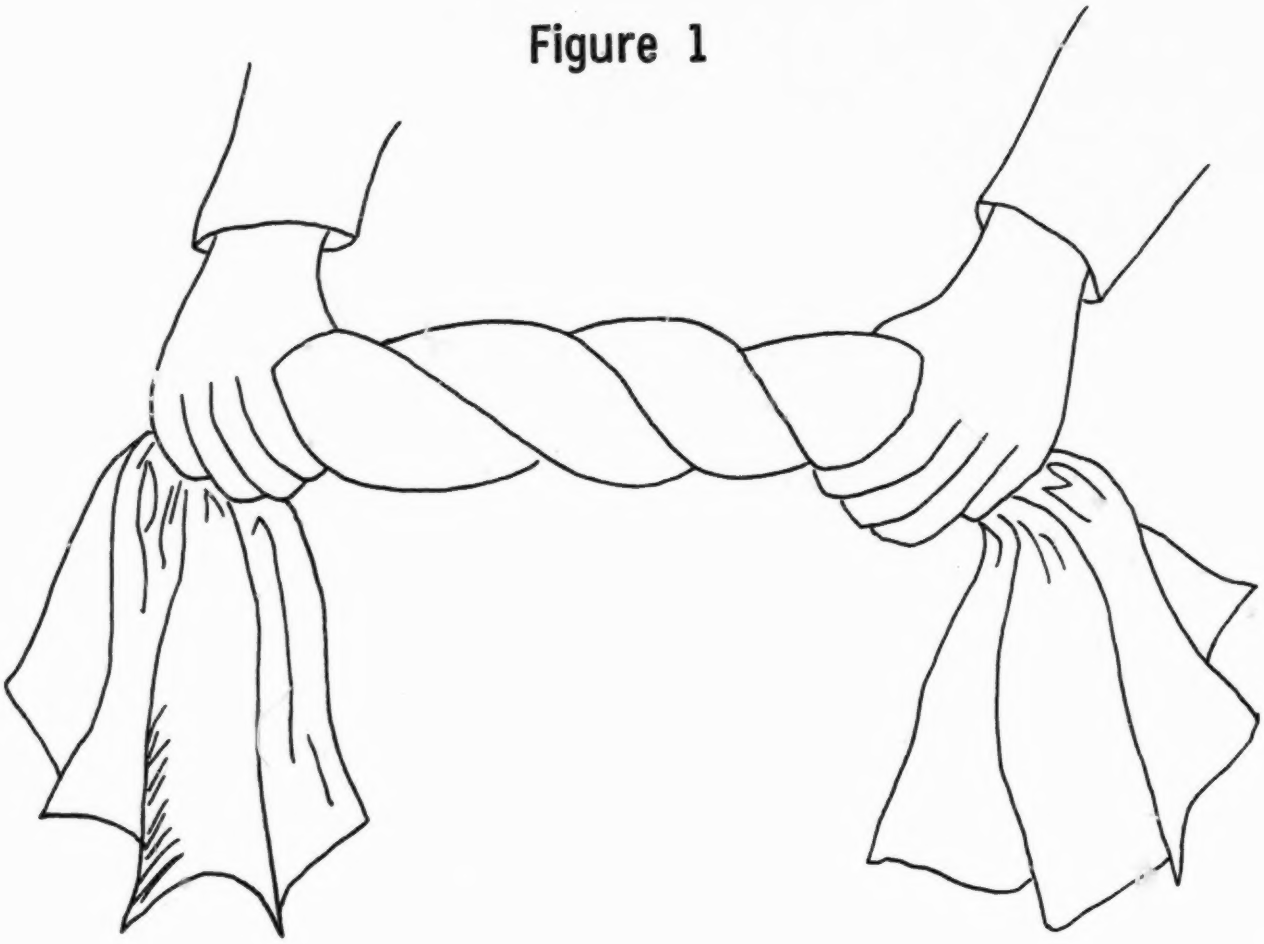


Figure 2

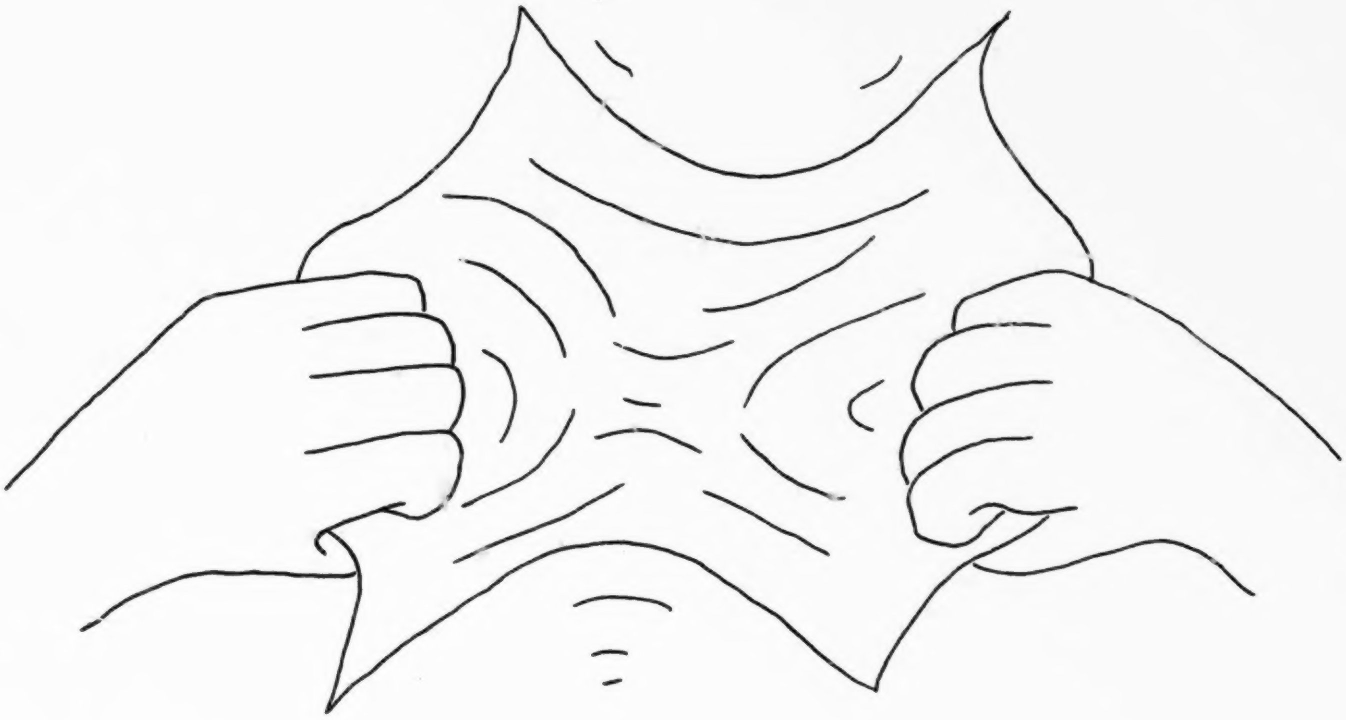


Figure 3

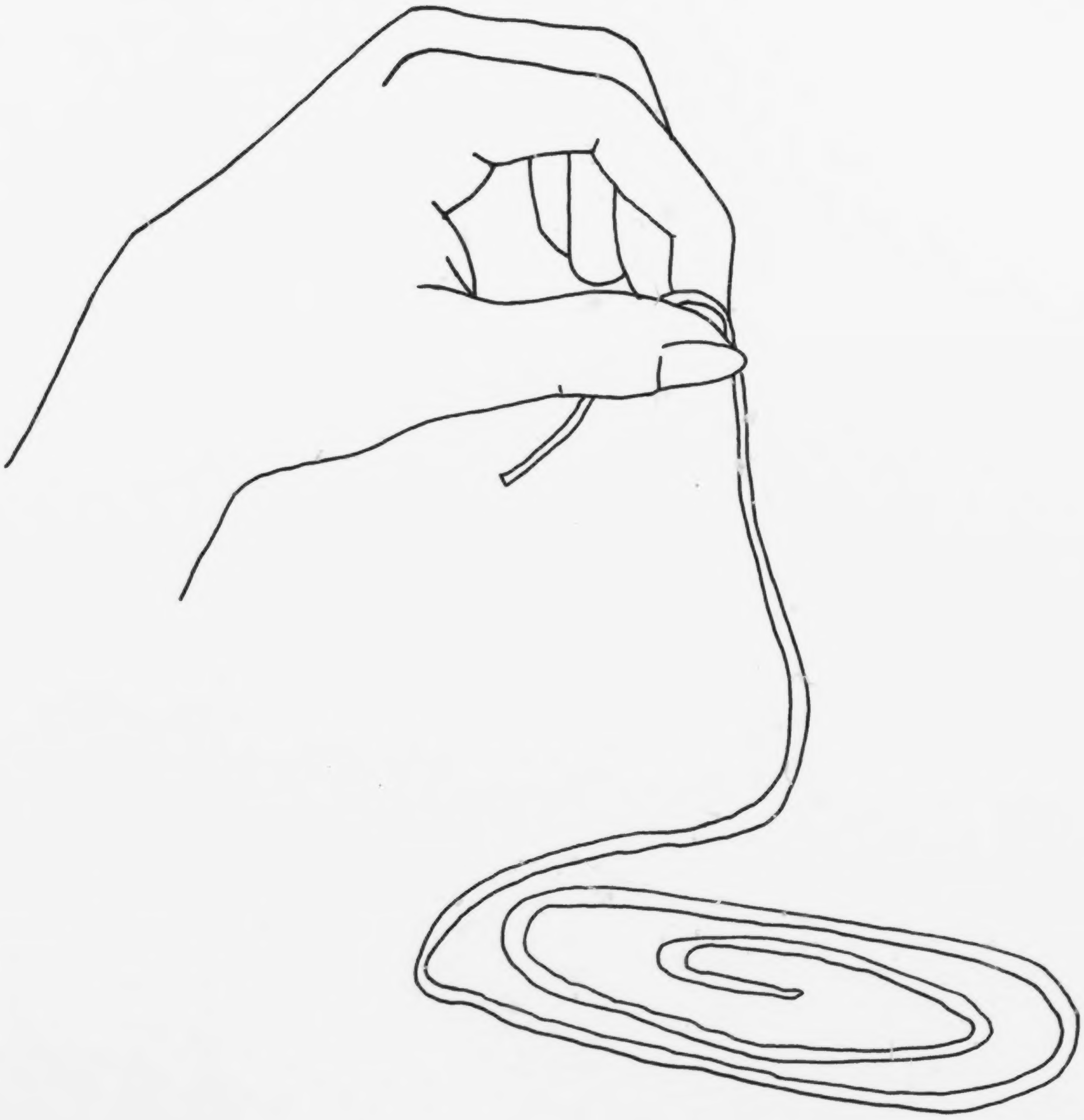


Figure 4

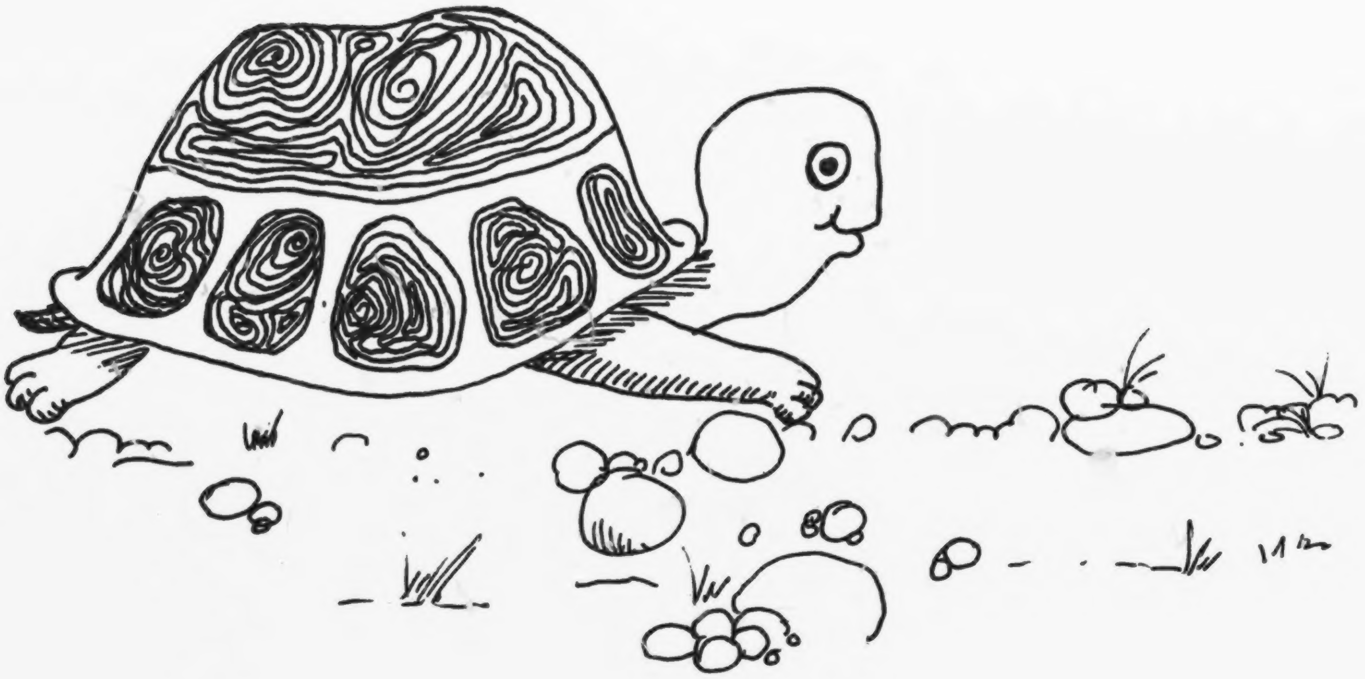


Figure 5

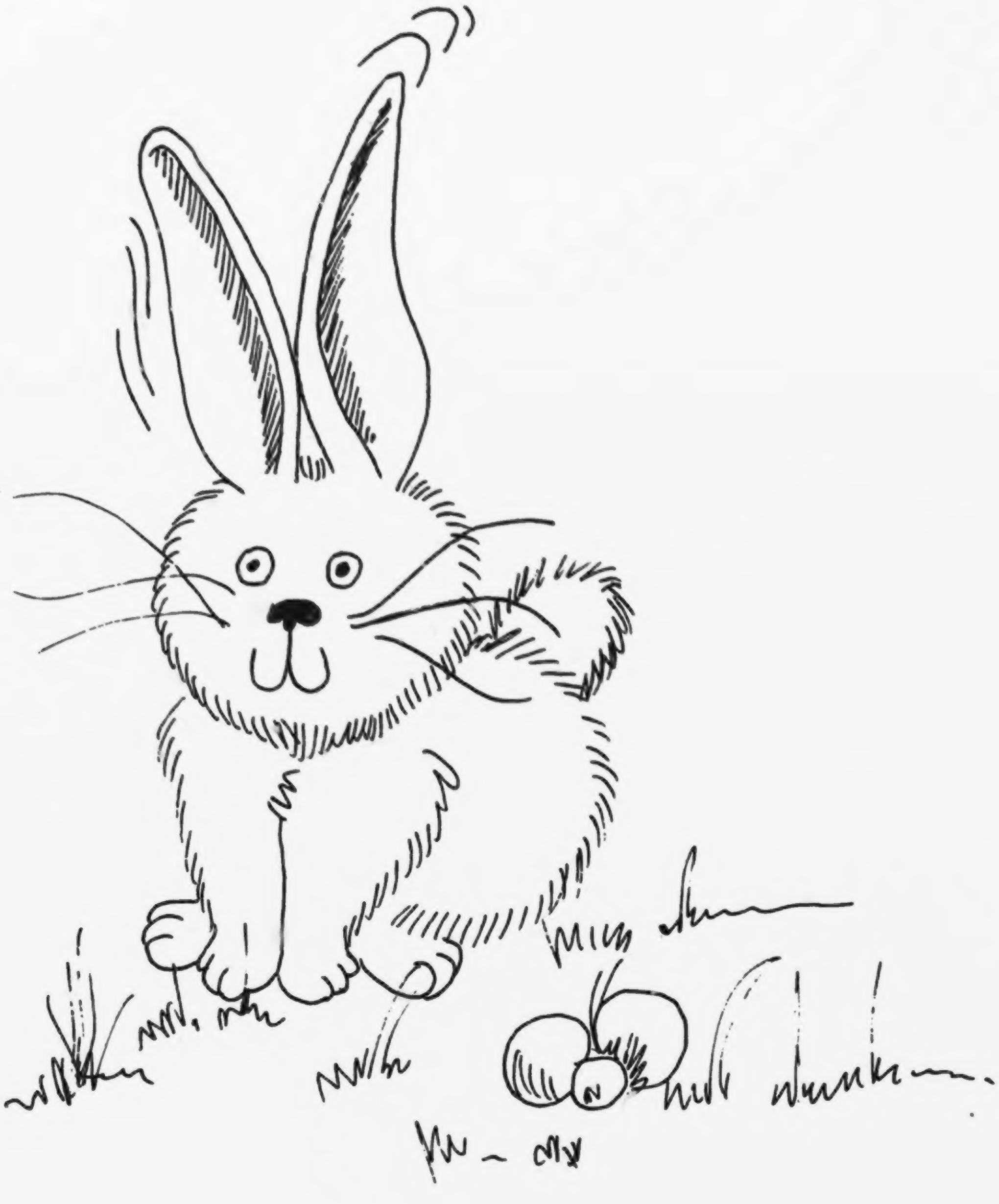
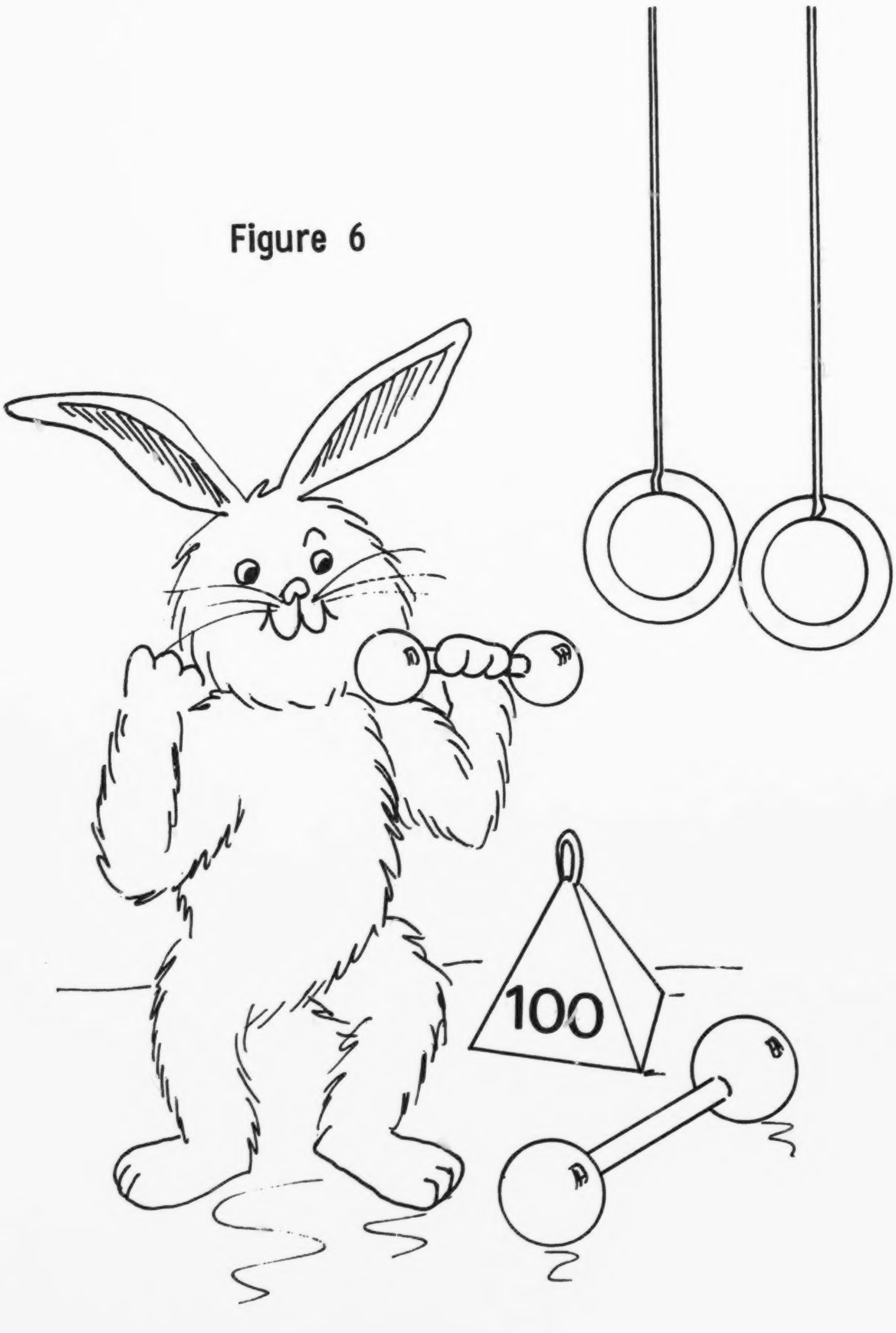


Figure 6



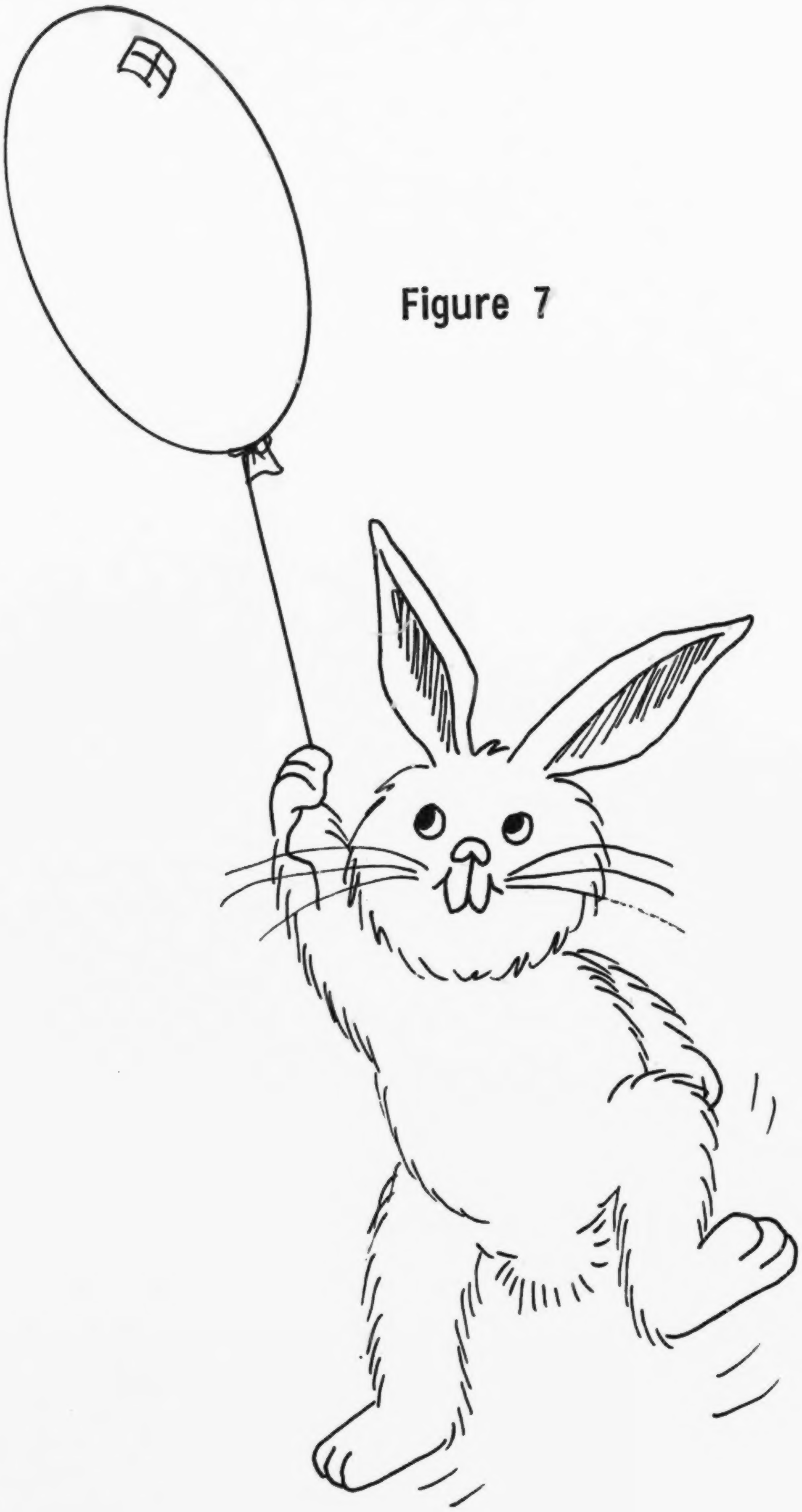
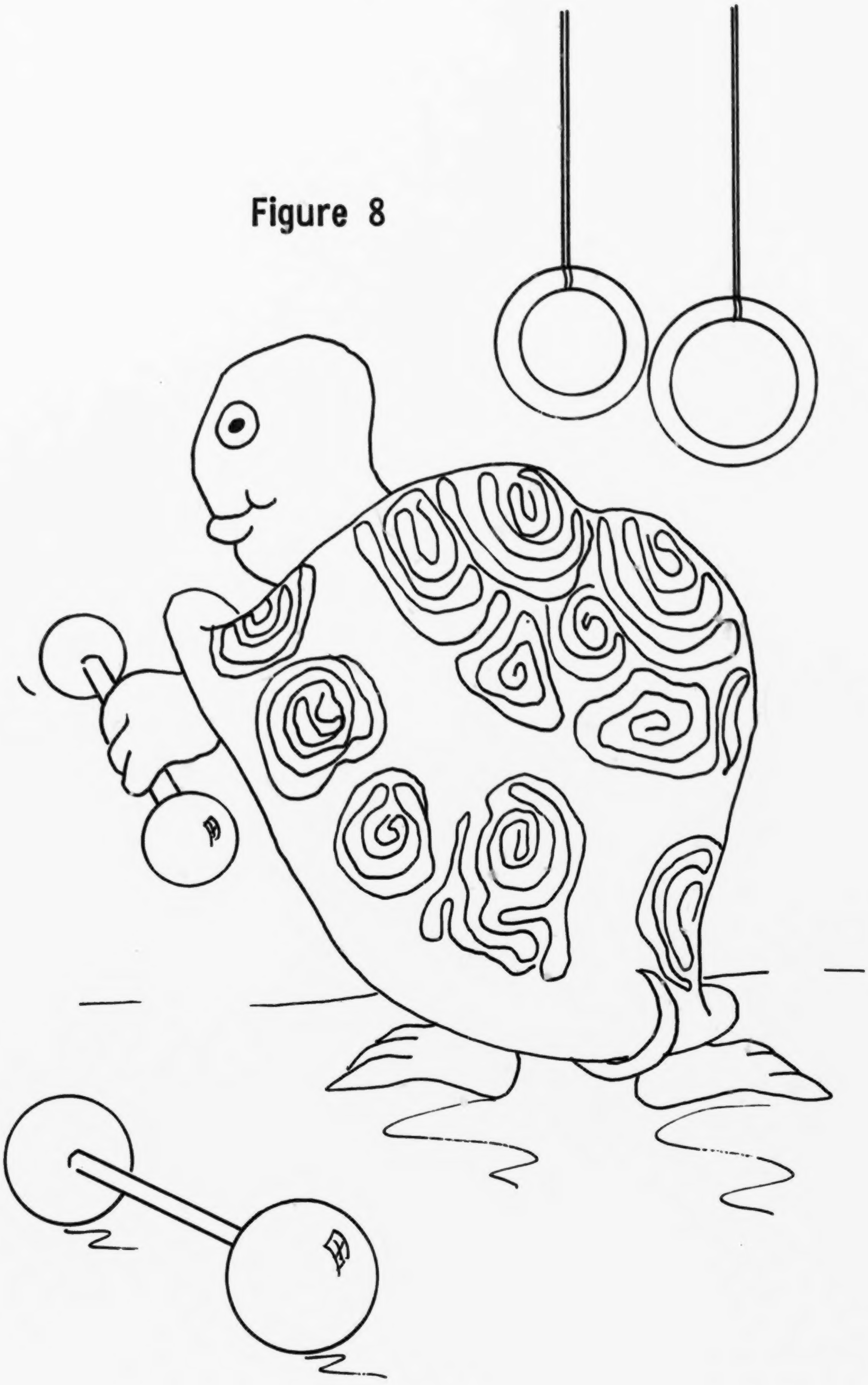


Figure 7

Figure 8



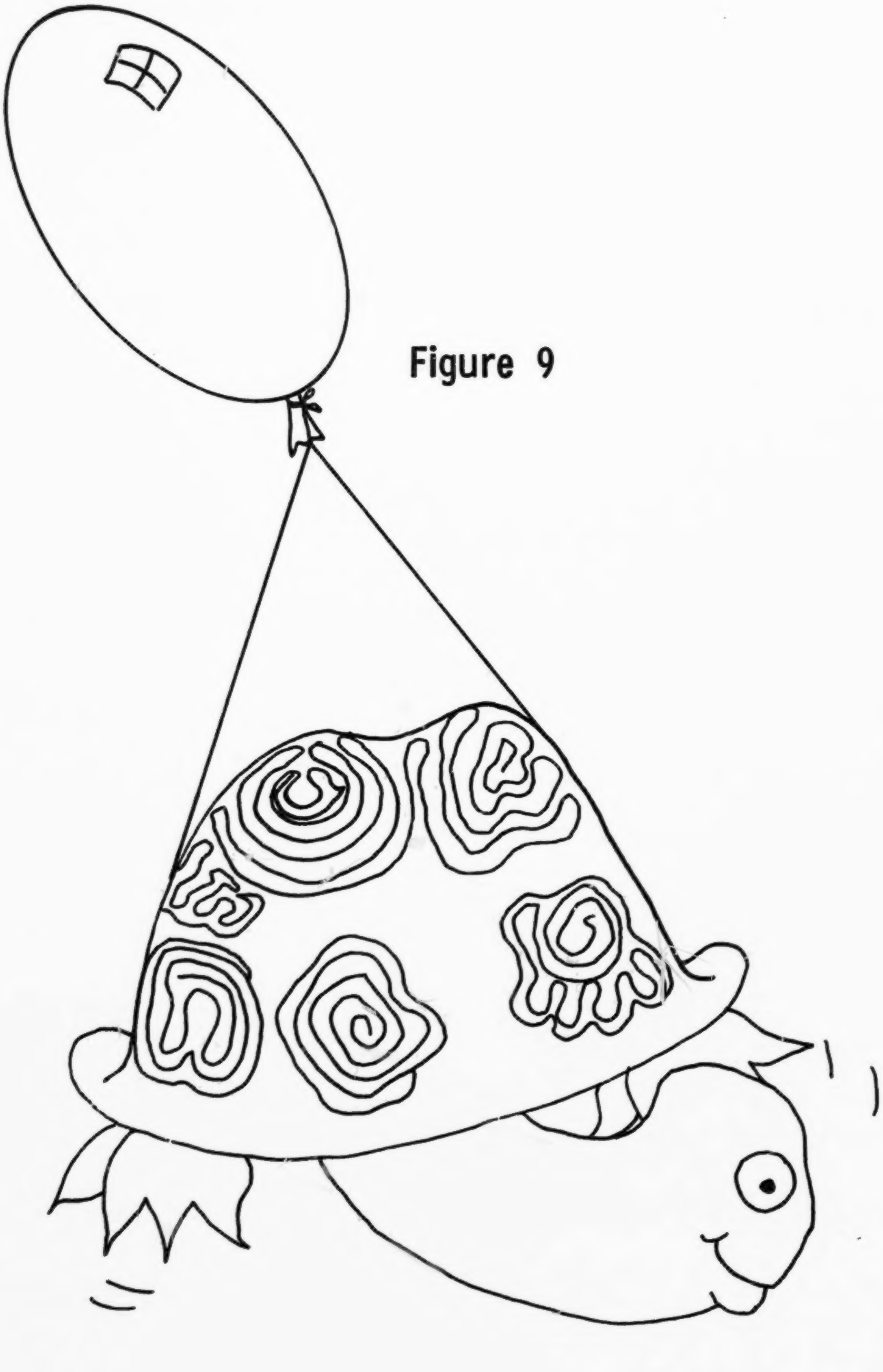


Figure 9

Do a fast, strong STRETCH, then a slow, light TWIST. Do this 5 times.
Do a light, slow STRETCH, and then a light, slow TWIST; Rest. Do this 5 times.
Roll over slowly and then do a fast, strong STRETCH. Do this 5 times.
Do a fast, strong CURL, then a fast, strong STRETCH. Do this 5 times.
HOP on and off your mat as you move around it, then change feet and HOP back.

LEAP across your mat from each of the 4 sides.

JUMP over your mat from each of the 4 sides.

Do a light, slow STRETCH, then a light, slow CURL, then a strong, fast STRETCH. Do this 5 times.

JUMP into the air and do a strong, fast TWIST. Do this 5 times without stopping.

Do a fast, strong LEAP across the mat and STRETCH fast in the air. Do this 5 times.

Do a light, slow CURL and ROLL across your mat.

Do this 5 times.

HOP fast on and off your mat as you go around it.

Change feet and go around again.

STRETCH high and CURL low and ROLL across your mat. Do this 5 times.

Do a slow, light TWIST, then a strong, fast CURL.
Do this 5 times.

Do a slow, light CURL, then a fast, strong STRETCH.

Do this 5 times.

Do a slow, light TWIST, then a strong, fast STRETCH. Do this 5 times.
Do a slow, light CURL, then a fast, strong TWIST, then a slow, light STRETCH. Do this 3 times.
Do a slow, light CURL, then a strong, fast STRETCH, then a slow, light TWIST. Do this 3 times.
Do a strong, fast TWIST, then a strong, fast STRETCH, then a slow, light CURL. Do this 3 times.
Do a slow, light TWIST, then a strong, fast CURL, then a strong, fast STRETCH. Do this 3 times.

HOP onto the mat, then LEAP off the side.

Do this 5 times.

JUMP onto the mat, then LEAP off the side.

Do this 5 times.

Do a strong, fast CURL, then a slow, light STRETCH.

Do this 5 times.

Do a slow, light CURL, then a strong, fast STRETCH.

Do this 5 times.

HOP to the middle of the mat on one foot, change feet, and HOP off the side. Do this 5 times.

Do a slow, light CURL, then a fast, strong LEAP.
Do this 5 times.

Do a fast, strong TWIST, then a fast, strong STRETCH,
then a fast, strong LEAP. Do this 3 times.

Do a slow, light TWIST, then a fast, strong LEAP.
Do this 5 times.

Do a fast, strong CURL, then a slow, light STRETCH,
then a fast, strong LEAP. Do this 3 times.

Do a slow, light CURL, then a fast, strong JUMP.
Do this 5 times.

Do a fast, strong TWIST, then a fast, strong STRETCH, then a fast, strong JUMP. Do this 3 times.

Do a slow, light TWIST, then a fast, strong JUMP, then a slow, light CURL. Do this 3 times.

Do a slow, light CURL, then a fast, strong HOP. Do this 3 times.

Do a fast, strong CURL, then a fast, strong HOP. Do this 5 times.

Roll slowly across the mat. Do this 5 times.

ROLL fast across the mat. Do this 5 times.

Do a slow, light ROLL across the mat, then a fast, strong STRETCH up. Do this 5 times.

Do a fast, strong ROLL across the mat, then a slow, light CURL. Do this 5 times.

Do a fast, strong ROLL across the mat, then a fast, strong STRETCH up. Do this 5 times.

Do a slow, light TWIST down on the mat, then a fast, strong STRETCH up. Do this 3 times.

Appendix C

1. Running Activities
2. Relays and Races

RUNNING ACTIVITIES

Running in Space - Human Movement

Players are divided into two groups, the Earthmen and space fliers. Earthmen stand on one goal line and space fliers on the other. Space fliers choose the name of an object in space such as rocket, space ship, moon, earth, stars, meteors, astronaut, and so on; then they walk to a line three feet from the Earthmen. Space fliers say, "Earthmen, who are we?" Earthmen guess until they guess the correct object, then they chase the space fliers back to their goal.

Any fliers caught by the Earthmen become Earthmen and return to the goal with them. Space fliers who were not caught choose a new space object, and game continues until all are caught.

Game is repeated, with original Earthmen becoming space fliers, and vice versa.

Frog in the Sea

One child is the frog and sits in center of the circle. Players dare the frog by running in close to him and saying, "Froggie in the sea, can't catch me!"

If a player is tagged by the frog, he also becomes a frog and sits in the circle beside the first frog. Frogs must tag from the sitting position.

Game continued until four players are tagged. Then first frog chooses new frog from players who were not tagged.

How Many Orbits

Children are space ships trying for an endurance record in circling the earth. Each ship carries several tags with the name of the pilot (child who is the runner) on each tag. Each time the ship completes an orbit, it drops a tag in a box at the starting point. (Or the teacher may check off the child's name on a chart as he runs past.)

A record is kept from day to day, so that each child can see his increase in endurance as he becomes able to run greater distances. Comparisons are made with the child's own record, not against other runners.

Jet Races

Children are jet pilots and stand with both feet back of starting line. On signal, "Take-off!" jets zoom to finish line. First jet to cross the line is the winner, and gives the signal for the next race.

Pom-Pom-Pullaway

One child is "IT", and stands in the area between two goals. All other children are behind one goal line. "IT" calls, "Pom-pom-pullaway! Come away or I'll pull you away!" and all players must run to opposite goal. Any children who are caught help "IT" catch others, when he calls again. "IT" is only player who can call.

When all children are caught, last one to be caught is new "IT." If it is difficult to judge which child is last to be caught, "IT" may choose a new "IT."

Space Ship

Children are space ships. On the countdown, "Five, four, three, two, ONE!" the rocket blasts the space ships off the ground, they quickly pick up speed and go into orbit. After one orbit, they return to earth and "splash-down."

Game may be repeated any number of times, with space ships flying any number of orbits.

Stone

One child is "stone" and sits in center of a circle. Other players skip around stone. When stone jumps up, players run to either goal and stone chases them. Any player tagged by stone before reaching a goal becomes a stone, too, and sits in circle with first stone. The other players continue to skip around the stones. No stone may move until the first stone moves.

Game continues until all children are caught.

Wild Horse Race

Children are wild horses, grazing on the range. A mountain lion frightens them, and they race to the valley where they are safe.

To develop endurance, game may be repeated several times and running distances may be increased.

Wind and Flowers

1. Divide players into two groups. One is the "Wind"; the other, "Flowers."
2. Wind players stand on one goal line. Flower players stand on opposite goal line.
3. Flowers choose the name of a flower for their group, then walk to a line about three feet from the Wind.

Wind and Flowers (continued)

4. Flowers say, "Wind, who are we?" Children who are Wind guess flowers names (roses, violets, etc.); when they guess the correct name, they chase Flowers back to their goal.

5. Any Flowers caught by the Wind then become Wind and go back to Wind's goal. Flowers who were not caught choose a new Flower name, and the game goes on until all Flowers are caught.

6. Game may be repeated, with players who were originally Wind being Flowers, and original Flowers becoming Wind.

RELAYS AND RACES

Challenge Course Relay

Children line up at starting line. On signal, "Go!" they try to reach the finish line as fast as possible, overcoming each obstacle in the path on the way to the finish line.

The obstacles are three hurdles to be leaped over, a rope to be jumped three times, a bar to be crawled under, three Indian clubs to weave through; children must hop to the finish line.

Other challenge courses may be set up, using different obstacles.

Escape from the Zoo Race

Children are divided into three or four groups. Each group takes the name of a zoo animal, and all stand within the boundaries of a designated area. On the signal "Go!" they break out of their cages and run to their homes in the forest. All animals of the winning group reach home before all animals of the other groups.

Variations:

1) Toy race, with children taking names of toys;

2) Bird race, with birds represented;

3) Halloween race, with Halloween characters represented.

Rescue Relay

Players divide into even teams. Each team has a leader who stands on "leader's line" facing other teammates, who are lined up in file formation on "player's line."

On signal, "Go!" leader runs to first player on his team, takes

Rescue Relay (continued)

his hand and runs with him back to team and brings next player to leader's line with him. This continues until all are rescued.

First team to get all players behind leader's line wins.

Tag the Line Race

In this race, children use locomotor skills to move from one line to another. All children line up side by side on the starting line. On signal, "Go!" they walk rapidly to the opposite line, then turn and run back to the starting line. Winner is the first child to return to the starting line who has performed the locomotor patterns correctly.

This may be simplified by having the children run from the starting line and finish on the opposite line, rather than returning.

Suggested Variations:

1) Crawl-run race, crawling on hands and knees to opposite line and running back;
2) Skip-run race;
3) Hop-run race;
4) Backward-forward race, walking backward to the opposite line and walking forward on the return trip;
5) Bunny-hop race, hopping or jumping to the opposite line, with the winner being the first bunny to reach the line;
6) Bear-walking to the opposite line;
7) Elephant-walking to the opposite line and running back;
8) Wild horse galloping race;
9) Jumping jack race;
10) Birds race, flying to opposite line and back;

Tag the Line Race (continued)

11) Witches race, riding a broomstick across the line;

12) Caterpillar race, inching along like a caterpillar;

13) Other storybook characters.

Thread the Needle

Children line up in groups of 5 to 6. Members of each group line up in file formation on starting line, with hands on shoulders of teammate in front. This line of players is the "thread."

An Indian club is on the ground about 40 feet in front of each team, with a second Indian club placed 2 feet beyond the first. The space between the two clubs is the eye of a needle. On signal "Go!" children drop hands and, staying in their positions in line, run between the Indian clubs, through the eye of the needle, and back to their starting positions, ending with hands on shoulders of player in front.

Appendix D

Suggested Music for Accompaniment

Suggested Music for Accompaniment

Walking

The American Singer, Book One
- Grieg, E., "Hall of the Mountain King" (p. 121)
- Haydn, F. J., "Theme" (p. 114)
- Reinhold, H., "Gypsy Song" (p. 118)

Music for Young Americans, Kindergarten Book
- Hooley, D., "Happy Days" (p. 100)
- Pace, R., "Promenade" (p. 99)
- Schumann, R., "Little Piece" (p. 109)

Music for Young Americans, Book One
- Mitchell, L., "Promenade" (p. 115)
- Pace, R., "Indian Dance" (p. 131)
- Tchaikovsky, P. I., "Chorale" (p. 116)

Birchard Music Series, Book One
- Bartok, B., "Play" (p. 148)
- Gretchaninov, A., "Morning Walk" (p. 153)
- Liadov, A., "The Music Box" (p. 171)

Birchard Music Series, Kindergarten Book
- Gluck, C., "Musette" (p. 143)
- Tansman, A., "Bouncing Ball" (p. 142)

Experiences in Music for First Grade Children
- Reinhold, H., "Lightly Stepping" (p. 13)

Music Through the Day, Teacher's Book
- Gretchaninoff, A., "Out for a Walk" (p. 131)
- Hebrides Folk Tune, "Going to Pasture" (p. 63)
- Rameau, J. P., "Tambourine" (p. 151)

Our Singing World, The Kindergarten Book
- Anderson, C. L., "Walking in the Snow" (p. 101)
- Gretchaninoff, A., "The Little Traveller" (p. 24)
- Gurlitt, C., "Let's Take a Walk" (p. 23)

Our Singing World, The First Grade Book
- Anderson, C. L., "Walking in the Rain" (p. 126)
- Kullak, T., "The Clock" (p. 164)
- Swiss Folk Tune, "The Swiss Maid" (p. 15)

Running

The American Singer, Book One
  Grieg, E., "Hall of the Mountain King" (p. 121)
  Gurlitt, C., "The Fair" (p. 117)

Music for Young Americans, Kindergarten Book
  Hooley, D., "Little Study" (p. 99)
  Kabalevsky, D., "A Fairy Tale" (p. 108)

Music for Young Americans, Book One
  Pace, R., "On the Move" (p. 117)
  Riccio, M., "Starlight" (p. 118)

Birchard Music Series, Book One
  Kabalevsky, D., "Running Along" (p. 160)
  Russian Folk Song, "Pretty Minka" (p. 159)

Birchard Music Series, Kindergarten Book
  Danish Folk Dance, "Crested Hen" (p. 139)
  Tcherepnin, A., "Relays" (p. 152)

Experiences in Music for First Grade Children
  Mueller, E. A., "The Brook" (p. 131)
  Vene, R., "Catch My Doggie" (p. 14)

Music through the Day, Teacher's Book
  Couperin, F., "The Little Windmills" (p. 156)
  Grieg, E., "Puck" (p. 145)
  Kabalevsky, D., "A Little Joke" (p. 138)

Our Singing World, Kindergarten Book
  Concone, G., "Run, Run, Run!" (p. 11)
  Gurlitt, C., "Running Game" (p. 12)

Our Singing World, The First Grade Book
  Kullak, T., "The Clock" (p. 164)
  Mendelssohn, F., "Planes and Trains" (p. 193)
  Planquett, R., "Running" (p. 13)

Jumping and Bouncing

- The American Singer, Book One
    - Beethoven, L. van, "Sonata" (p. 111)
    - Schumann, R., "The Strange Man" (p. 123)
- Music for Young Americans, Kindergarten Book
    - Elston, R., "Theme" (p. 98)
    - Pace, R., "Impromptu" (p. 104)
- Music for Young Americans, Book One
    - Hooley, D., "Tom-Toms" (p. 130)
    - Pace, R., "Indian Dance (p. 131)
    - Stolzfus, C., "A Lively Tune" (p. 121)
- Birchard Music Series, Book One
    - Bartok, B., "Play" (p. 148)
    - Folk Tune, "Czech Dance" (p. 181)
    - Haydn, F. J., "Melody" (p. 142)
- Birchard Music Series, Kindergarten Book
    - Bartok, B., "Dance" (p. 144)
    - Kabalevsky, D., "Dance" (p. 155)
    - Mozart, W. A., "Step High" (p. 137)
- Experiences in Music for First Grade Children
    - Gillet, E., "The Mill" (p. 82)
    - Schumann, R., "A Strange Man" (p. 42)
    - Vene, R., "Catch My Doggie (p. 14)
- Music through the Day, Teacher's Book
    - Gretchaninoff, A., "Out for a Walk" (p. 131)
    - Schubert, F., "Landler" (p. 134)
    - Zilcher, H., "Sleighride" (p. 136)
- Our Singing World, The Kindergarten Book
    - Balfe, M. W., "Happy and Light" (p. 14)
    - Gade, N., "Christmas Tree March" (p. 85)
    - Verdi, G., "Playing Train" (p. 132)
- Our Singing World, The First Grade Book
    - Rubinstein, A., "Trotting Horses" (p. 23)
    - Swiss Folk Tune, "The Swiss Maid" (p. 15)
    - Weber, C. M. von, "Song of the Shepardess" (p. 191)

Sliding

The American Singer, Book One
  Norwegian Folk Song, "Mountain March" (p. 142)
  Schumann, R., "Sicilienne" (p. 134)
  Waldteufel, E., "Skaters' Waltz" (p. 134)

Music for Young Americans, Kindergarten Book
  Hooley, D., "Waltz" (p. 96)
  Waite, F., "Waltz in E" (p. 106)

Music for Young Americans, Book One
  Elston, R., "Waltz in D" (p. 123)
  Schubert, F., "Waltz Melody" (p. 125)
  Waite, F., "In the Orchard" (p. 123)

Birchard Music Series, Book One
  German Folk Song, "The Nightingale" (p. 140)
  Rameau, J. P., "Gigue" (p. 177)

Birchard Music Series, Kindergarten Book
  Schumann, R., "Reaper's Song" (p. 152)
  Strauss, J., "Southern Roses" (p. 151)
  Waldteufel, E., "Skaters' Waltz" (p. 149)

Experiences in Music for First Grade Children
  Grieg, E., "Waltz" (p. 58)
  Morgan, R. V., "My Swing" (p. 10)

Music through the Day, Teacher's Book
  Berlioz, H., "Ballet of the Sylphs" (p. 146)
  Delibes, L., "Waltz of the Doll" (p. 143)
  Dvorak, A., "Waltz" (p. 148)

Our Singing World, The Kindergarten Book
  Brahms, J., "Waltz" (p. 31)
  Gurlitt, C., "Skaters' Dance" (p. 102)
  Schumann, R., "Roller Skating" (p. 32)

Our Singing World, The First Grade Book
  Fontaine, C., "Swing Song" (p. 31)
  Gounod, C. F., "Swinging" (p. 30)
  Gretchaninoff, A., "Skating" (p. 29)